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ABSTRACT

The report describes 63 projects in the Southeastern United States nominated as exemplary or unique by members of the Council of Administrators of Special Education, Incorporated. Descriptions of each project include information on target population, adoption requirements, funding requirements, materials available, and contact person. The intent is to encourage potential adopters to get in touch with the contact person for further information about the project. The 63 projects are organized into 6 categories (sample types of projects in parentheses): technology (microcomputers used in management, word processing, computer assisted instruction); secondary and vocational education (competency based certificate/diploma program, affective resource curriculum, experience-based career education); staff development/inservice (training Impartial hearing officers, teaching sign language to classroom teachers, catheterization); special student services (precision teaching, program for latently gifted minority students, historic preservation); low incidence (communication systems evaluation, braille mastery); and early childhood (parent education, infant stimulation, early education for Down's Syndrome children). (CL)

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Training and Model Exchange Project

Council of
Administrators of
Special
Education, Incorporated

A Division of the Council for Exceptional Children

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FORWARD

In 1981-82 the Office of Special Education and Rehabilitative Services (OSERS) funded the Council of Administrators of Special Education, Inc. (CASE) to conduct a project of identifying unique or exemplary practices in special education and linking potential adopters with those practices.

The states of Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, North Carolina, South Carolina, Tennessee and West Virginia were selected for the project. A peer nomination process was established in each of these states resulting in the nomination of 63 projects thought to represent unique and exemplary practices in the southeastern portion of the U.S. Through a questionnaire sent to the CASE membership in the target states, eight projects of greatest interest were identified and presented at a regional conference in Atlanta, Georgia on May 8-9, 1982.

This publication presents a brief description of the nominated projects. The descriptions provide minimal information and potential adopters are encouraged to call or write the contact person for further information about the program or practice. While it is believed the programs presented will be useful, the inclusion of a program is not to be considered an endorsement by CASE or OSERS.

1981-1982

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A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

ACKNOWLEDGMENT

This publication culminates a year-long effort on the part of CASE, Inc. to identify unique practices and exemplary programs in special education in the southeastern portion of the U.S. and to disseminate information about those practices and programs.

We wish to thank those people who have assisted in this effort.

We are indebted to the state directors of special education, the CASE federation presidents, and the boundary spanning team members from target states for their assistance in the project nomination and selection process.

We are grateful to the project directors who responded to the need for information about their projects and who share that information with their colleagues.

Our thanks are extended to the CASE membership for responding to questionnaires and assisting in the selection of the projects.

A special thanks to Dr. Barbara Nicholson and other staff of the Atlanta Public Schools, for support and assistance to the regional conference and to the CASE research and special projects committee members for their counsel and advice throughout the project.

Project Staff

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Technology

PROGRAM TITLE	**MICROCOMPUTER MANAGEMENT OF SPECIAL EDUCATION**
TARGET POPULATION	All general and special education teachers, administrators and interdisciplinary personnel.
DESCRIPTION	The primary focus of the management system is the implementation of microcomputer hardware and software in local school settings. The system enhances the interdisciplinary team's task of reviewing, selecting objectives and printing the IEP; the administrative task of tracking a student to assure compliance with state and federal timelines; and the teacher's ability to effectively individualize instruction. The hardware utilized is the Radio Shack TRS-80, Model III Microcomputer (48K, two disc drives), but the system is able to be adapted for use by most microcomputer systems. The software package utilizes a program that allows the user to access seven options. These seven options permit storage and retrieval of data that permits the IEP to be printed, the tracking of a student in Special Education and the utilization of another option permits the teacher to better individualize instruction, through appropriate groupings. The implementors of the project have also developed a highly successful inservice training model for educators who are unfamiliar with computer technology.
ADOPTION REQUIREMENTS	A sincere desire by practitioners, especially Special Education administrative staff, to lessen the clerical and other administrative burdens imposed on Special Educators in the light of increasing fiscal constraints and current mandates.
FUNDING REQUIREMENTS	Initial purchase or leasing of microcomputer equipment and software. A budget which permits training of users is helpful.
MATERIALS AVAILABLE	Complete program description, including a delineation of an inservice model utilized in the implementation. On-site demonstrations are welcomed.
CONTACT PERSON	Susan A. Cassidy-Bronson, Supervisor of Special Education, Cecil County Board of Education, Booth Street, Elkton, MD 21921 (301-398-0400, ext. 45).

PROGRAM TITLE	**I.E.P. CLERK**
TARGET POPULATION	All special education personnel involved in I.E.P. development and writing.
DESCRIPTION	A microprocessor is used to generate individual educational plans from a large date bank of educational objectives. These objectives are keyed to the most widely utilized assessment instruments used by the school system in evaluation. The primary benefit is to relieve staff from repetitious clerical work. An added benefit is the availability of the computer for other uses such as recording financial information, maintaining student data which can be selected and sorted in a variety of ways, and word processing.
ADOPTION REQUIREMENTS	Commitment of administrative staff. Training components will require a maximum of one day's training time for computer operators. Approximately one hour to train a program operator and approximately two to three hours to provide inservice training for teaching staff.
FUNDING REQUIREMENTS	Purchase or lease of a microcomputer.
MATERIALS AVAILABLE	Program description with a sample I.E.P. and the support materials. On sight demonstrations are welcome.
CONTACT PERSON	David McChesney, Director of Special Education, Braxton County Schools, 400 Fourth Street, Sutton, WV 26601 (304-765-2450).

PROGRAM TITLE	**WORD PROCESSING USES FOR PROGRAMS FOR THE HANDICAPPED.**
TARGET POPULATION	All special education administrators, coordinators of psychological services, and support personnel.
DESCRIPTION	The primary goal of the use of a word processor for programs for the handicapped is to decrease the turn-around time on psychological reports and administrative functions to minimize the delay in service delivery to the handicapped without significantly increasing production costs. An IBM Office System 6 at an initial cost of $18,000 was purchased, because savings in personnel could return the cost of the equipment within a few years. The system includes a self-training package which enables a secretary without special skills to operate it within two to four weeks. After implementation of the system, the production of the school psychologists (measured by the number of evaluations completed) increased by 20 percent because the time required to write reports was substantially decreased. Turn-around time for typing was substantially decreased, and accuracy in typing was substantially increased. The quality of psychological reports has increased. The reports appropriately standardize certain elements while permitting the school psychologists to include unique material in an individually designed report. When not in use for psychological reports, the system is used for the class roll file, due process forms maintenance, an extensive management document for Pupil Services, and file maintenance. In addition, the system can be used as a word processing center for text development, verbatim transcripts of due process hearings, reports, correspondence, and production of forms.
ADOPTION REQUIREMENTS	A firm commitment to the value of expediting administrative functions concerning service delivery to handicapped students.
FUNDING REQUIREMENTS	The cost of appropriate word processing equipment, along with normal maintenance and supply costs. Currently employed secretarial personnel can be used.
MATERIALS AVAILABLE	Description of uses, along with samples of materials.
CONTACT PERSON	Bill Latham, Director of Pupil Services, Horry County School District, 1701 Horry Street, Conway, SC 29526 (803-248-2206).

PROGRAM TITLE

FDLRS/BIG CYPRESS AUTOMATED MEDIA MAINTENANCE SYSTEM

TARGET POPULATION

Any personnel involved in provision of media / information / inservice/consultation services where records need to be maintained.

DESCRIPTION

The FDLRS/Big Cypress Associate Center in cooperation with the Data Processing Department, Collier County Public Schools, developed an automated media maintenance system for the on-line management of the center's media collection and associated personnel information. The program provides for:

1. Access to the FDLRS collection/personnel data base to add, delete and edit
2. Maintenance of inventories, personnel and inservice training information
3. Specialized report generation.

Successful installation of this system has produced the following benefits:

1. Automated checkout procedures with printed shipping lists, capability of reserving unavailable materials, maintenance of data on overdue materials and printed overdue notice generation;
2. Data on media checkout history of all participants which provides capability for individualized planning by staff and administrators;
3. Data on checkout activity of each material which provides information to plan for future purchasing;
4. Data on all inservice activities of participants which can be used for individualized planning by staff and administrators;
5. Monthly reports on media checkout, inservice participation and contact/consultation provision to each participant can be reviewed by staff and given to administrators;
6. Accurate data can be retrieved easily when any reports are required.

When this system was determined to be successful for one center, the Bureau of Education for Exceptional Students, Department of Education, Tallahassee, Florida, provided a special projects grant to convert the program for statewide use in all FDLRS Associate Centers. By June of 1982 each center will have a microcomputer and be ready to implement the FDLRS/Big Cypress media maintenance system in its service area.

ADOPTION REQUIREMENTS

A commitment to making the most efficient use of resources in providing service to teachers and keeping accurate data on procedures.

FUNDING REQUIREMENTS

Purchase of a compatible microcomputer and supplies. Software developed with project funds is public domain. When the program is in place, a non-instructional, clerical employee can be trained to enter data.

MATERIALS AVAILABLE

Software, Users Manual, training materials.

CONTACT PERSON

Betty C. Boysen, Coordinator/FDLRS/Big Cypress Associate Center Exceptional Student Education, Collier County Public Schools, 3710 Estey Avenue, Naples, FL 33942 (813-774-3460).

PROGRAM TITLE	**REGIONAL DATA BASE FOR EXCEPTIONAL CHILDREN** **(Special Services Information System)**
TARGET POPULATION	All exceptional students in RESA Region III.
DESCRIPTION	Under P.L. 94-142, all states were mandated to establish child find programs to seek out children who were not in school but needed special education services. In fiscal year 1981, the Regional Education Service Agency (RESA III) expanded upon an existing computer program to meet the needs of P.L. 94-142. RESA III developed a computer program which would enable counties within the region to: (1) retrieve statistical information for state and federal reports; (2) track children from referral to placement; and (3) aid in the writing of the annual county special education plans.
ADOPTION REQUIREMENTS	A *dedicated* commitment to using computers to compile statistical reports relating to exceptional children.
FUNDING REQUIREMENTS	Funding includes use of a computer, a computer programmer to develop reports, funds for computer forms, and computer run-time costs.
MATERIALS AVAILABLE	Manual of Instructions, Code Book, examples of report data, and sample reporting form.
CONTACT PERSON	Ronald L. Cyrus, RESA III Director of Special Education, 200 Elizabeth Street, Charleston, WV 25311

PROGRAM TITLE	**A DATA STORAGE AND COMPUTER ASSISTED INDIVIDUALIZED EDUCATION PROGRAM SYSTEM**
TARGET POPULATION	Special Education and related services personnel, principals, and special education administrators.
DESCRIPTION	The basic purposes of the system are to reduce the amount of time professionals must spend developing and writing IEP's, to create precise goals and objectives which provide consistency throughout all the schools, and to provide a data base from which reports can be generated to aid special education and related services personnel, and administrators in making important decisions. This currently-operating system has generated over 400 complete and tailored IEP's, and other reports useful to the target population.
ADOPTION REQUIREMENTS	A system-wide acceptance of the goals and objectives "menu" is preferable, although it could be piloted at any number of schools. A secretary can be taught to generate the IEP's.
FUNDING REQUIREMENTS	Purchase or rental of an IBM 5200 series minicomputer and printer, rental of software, and budget for paper.
MATERIALS AVAILABLE	Sample IEP, table of contents for "menu," file layout, sample reports, transmittal data sheets.
CONTACT PERSON	Glen R. Hammerbacher or William V. Gore, Worcester County Board of Education, P.O. Box 130, Snow Hill, MD 21863 (301-632-2582).

PROGRAM TITLE	**ORBIT II (ORGANIZED RESOURCE BANK FOR IEP TEXT)** **MCPS COMPUTER-ASSISTED IEP MANAGEMENT PROJECT**
TARGET POPULATION	All special education teachers, administrations, support personnel, parents, and general education teachers of mainstreamed special education students.
DESCRIPTION	Montgomery County Public Schools has developed the software and procedures for operating an on-line computer system for creating IEP's with Goal Areas, Annual Goals, and Short Term Objectives linked to each other. The system is dynamic and includes add and update options enabling it to parallel revisions in MCPS Curriculum. Instructional team members (teachers, curriculum specialists, etc.) can develop and modify the banks of objectives, instructional materials, strategies and diagnostic test items as needed to reflect the IEP goals of an individual student. Computer-assisted IEP's can be generated for students with the following handicaps: Speech/Language Impaired, Mentally Retarded, Orthopedically Impaired, Emotionally Disturbed, Learning Disabled. IEP's are keyed-in and printed at both a central site and at school-based remote terminals. Project staff work with teaching and other support staff to provide inservice, to assist with format and content and to edit additions and changes. Computer assisted IEP's have been successful in attaining the following goals: reduce teacher time in development of IEP's, provide a design to increase parent involvement in the development of IEP's, reduce or eliminate the need for supporting service personnel to type the final form of the IEP, allow for teacher, student, and/or parent additions to the IEP, and to provide for the correlation of IEP objectives to curriculum objectives.
ADOPTION REQUIREMENTS	Computer hardware system—programmers to develop/modify software—staff development/inservice—parent awareness training—consulting curriculum specialists.
FUNDING REQUIREMENTS	Requirements for funding will vary depending on the size or the school system and the degree to which this existing package would be adopted or modified. Costs may include: computer hardware, salary for systems programmer, curriculum specialist, project manager, clerical position.

MATERIALS AVAILABLE

Computer-assisted IEP Resource Manual, Lists of Instructional Materials linked to Maryland State Functional Reading Objectives, Lists of Teaching Strategies linked to Maryland State Functional Reading Objectives, Concerns Questionnaire, Evaluation Results, Sample Computer-Assisted IEP, Sample Order Form.

CONTACT PERSON

Dr. Patricia Edmister, Coordinator of Child Find/CEDS/Early Childhood Handicapped Unit, 850 Hungerford Drive, Room 223, Rockville, MD 20850.

PROGRAM TITLE	**REGIONAL DATA MANAGEMENT FOR HANDICAPPED CHILDREN**
TARGET POPULATION	4,500 handicapped students in Region II, West Virginia.
DESCRIPTON	The purpose of this project is to develop an information management system for all areas of special education programming for the 4,500 handicapped children in Region II of West Virginia. Such includes the Identification/Referral, Screening, Evaluation, Placement, Instruction and Re-evaluation processes. The project is designed to provide immediate feedback to the Counties of Region II concerning each student and where he/she is in relation to the W. Va. Special Education Delivery Process. The project also provides data for mandatory State and Federal reports for child count and program funding. The confidentiality of data is maintained through a key-code system made known to authorized personnel only. This project utilizes an NCR self-contained microcomputer system to store and disseminate information. Appropriate county special education personnel working with exceptional students in the public and private schools in Region II have access to information. Processing data by hand daily takes a substantial amount of valuable staff time for paper work eliminated by this project implementation. RESA II implements this project with existing personnel and the computer package includes all hardware, software, maintenance and on-going training.
FUNDING REQUIREMENTS	A Title IV-C Project.
MATERIALS AVAILABLE	Program Description/Data Collection Form; Exceptional Children Data Base Booklet; In-Service Documents; Manual of Instructions.
CONTACT PERSON	Ted L. Triplett, Director Special Education, RESA II, 1899 James River Road, Huntington, WV 25701.

PROGRAM TITLE	**COMPUTER ASSISTED INSTRUCTION AND SUPPORT FOR THE HANDICAPPED**
TARGET POPULATION	The population addressed in this project represents students with handicaps so severe that they are unable to communicate effectively. Included in the population are students who are deaf, physically handicapped, severely learning disabled, emotionally handicapped, or mentally handicapped.
DESCRIPTION	The project utilizes systematic methods to identify and provide microcomputer-based devices and materials to meet individual student communication needs. Essentially, the project supplies students with a means of communication and with direct instructional support. The microcomputer is the communication link among students, teachers, and available commercial courseware. Where commercial courseware is deemed inappropriate, modifications occur, or in specific instances, entire instructional programs are developed as needed.
ADOPTION REQUIREMENTS	None at present. Data will be shared via paper products, courseware products for replication, adaptive trigger mechanism design, site visitation, consultant assistance, etc.
FUNDING REQUIREMENTS	Districts should allocate fiscal resources to acquire available materials, paper products, consultant assistance to districts, etc.
MATERIALS AVAILABLE	Available as developed. Basically, products will be available May, Fiscal Year 1983-84.
CONTACT PERSON	Lee Coose, Director Exceptional Student Education, Sarasota County Florida, 3550 Wilkinson Road, Sarasota, FL 33581.

PROGRAM TITLE	**R.E.C.I.P.E. RESEARCH EXCHANGE FOR COMPUTERIZED INDIVIDUALIZED PROGRAMS OF EDUCATION**
TARGET POPULATION	The target population of RECIPE is elementary (K-6) students identified as Specific Learning Disabled and served in a resource room setting for a period of instructional time not to exceed 12 hours per week.
DESCRIPTION	The program is based upon an instructional management system geared to basic skills for increasing I.E.P. objective attainment in elementary resource rooms for SLD. The instructional management system consists of a 940 basic skills, criterion-referenced assessment system and a bank of approximately 2300 teaching activities correlated by number to the objectives. Student Activity Books are provided for instruction in the 25 Florida Basic Skills with which the target population had demonstrated the greatest difficulty. The purpose of Project RECIPE is to provide the resource room teacher with an effective instructional management system to increase student achievement of I.E.P. objectives. This purpose is achieved within federal and state legislative mandates for I.E.P. development and current state emphasis on basic skill instruction. Throughout the evaluation design of the project, several levels of implementation of the RECIPE system have been monitored to account for both computerized and noncomputerized RECIPE materials. The evaluation data indicates computerized or noncomputerized RECIPE target groups master a statistically significant greater number of objectives than non-RECIPE control groups.
ADOPTION REQUIREMENTS	Specifications for adoption can be obtained from the contact person.
FUNDING REQUIREMENTS	Same as above.
MATERIALS AVAILABLE	The RECIPE instructional management system provides banks of instructional objectives in the areas of Reading, Writing, Foundation, Mathematics, Socialization and Motor Development. An accompanying criterion-referenced assessment system and a listing of instructional strategies correlated by number to objectives are also part of the management system. Student Activity Books and audio tapes are available for 25 of the 140 basic skills. In addition, an in-service component to assist managers and users of the system is available for clarifying the use of products in IEP development and implementation.
CONTACT PERSON	Mr. Sanders Bell, Project Manager R.E.C.I.P.E., School Board of Sarasota County, 2418 Hatton Street, Sarasota, FL 33581.

Secondary and Vocational Education

PROGRAM TITLE	**SECONDARY PROGRAMMING FOR ALL EXCEPTIONAL STUDENTS**
TARGET POPULATION	All special education teachers, all administrators, support personnel, parents and general education teachers.
PROGRAM DESCRIPTION	Programming for the secondary student in special education is approached through two directions: (1) The avenue of participation in high school and receiving a high school diploma. Alternatives along with this approach are clarified. Credit, proficiency and competency are all inclusive. (2) Alternative training program for students unable to meet requirements for a high school diploma. This includes training through work on G.E.D. for some students. Others work through vocational training, academics and on job training. A certificate is awarded with this program. This includes programming for all exceptionalities.
ADOPTION REQUIREMENTS	Require efforts of each student to reach his potential by providing a varied training period.
FUNDING REQUIREMENTS	Funded upon teacher's salaries and ratios for special education teachers. Job Coordinator funded through vocational money or P.L. 94-142.
MATERIALS AVAILABLE	Currently writing a curriculum for the mild generic handicapping conditions.
CONTACT PERSON	Jo C. Adams, 100 Bry St., Monroe, LA 71201.

PROGRAM TITLE

SPECIAL EDUCATION COMPETENCY BASED CERTIFICATE/ DIPLOMA PROGRAM

TARGET POPULATION

Middle and high school general education and special education teachers, administrators, support personnel, parents, and students.

DESCRIPTION

To encourage special education students to learn as much as they are capable of, teachers make sure the students will meet minimum requirements for a high school diploma or a certificate. The goal of the Special Education Competency Based Certificate/Diploma Program is to ensure that special education students who receive a diploma will attain the same minimum competencies prescribed for non-handicapped students and special education students who receive a certificate will attain an acceptable level of competency. Minimum competency levels have been adopted in each subject area in the high school curriculum. The Individual Educational Program (IEP) for each student designates whether or not that student will participate in a program toward a diploma or one toward a certificate. A predetermined combination of the types of unit credits earned by students determines whether they receive a certificate or a diploma.

Criteria for a Diploma and a Certificate

Diploma	**Certificate**
Alternative 1: 18 Standard Units	11 Certificate Units (could be combination of standard and certificate)
Alternative 2:	
11 Standard Units 7 Electives (standard or resource)	7 Electives (standard, certificate, or resource)

A standard unit is one awarded by a teacher certificated or otherwise permitted to teach in the academic area. A student must meet the minimum competencies for the course before credit can be awarded. A certificate unit is one awarded by a special education or regular certificated teacher (or one permitted to teach a subject) to the special education student who meets the competency level in his Individual Educational Program for the courses required for a high school diploma. A resource unit is one awarded by a certificated or permitted special education teacher in an approved special education class in accordance with the special education student's Individual Educational Program.

ADOPTION REQUIREMENTS

Approval by the board of the local school district. Implementation by administrators, regular and special educators, and support staff.

FUNDING REQUIREMENTS	Flexible—costs for printing and developing minimum competencies.
MATERIALS AVAILABLE	Printed and video taped summaries of the program. Minimum competencies for high school subjects.
CONTACT PERSON	Barry Dowd, Special Education Coordinator, The School District of Greenville County, Box 2848, Greenville, SC 29602 (803-242-6450).

PROGRAM TITLE	**AID—ALTERNATIVE INSTRUCTIONAL DESIGN**
TARGET POPULATION	All learning disabled, visually impaired and blind students; all teachers, administrators, support personnel; parents; all high school students with an interest in assisting and teaching the handicapped.
PROGRAM DESCRIPTION	The primary goal of AID is to provide audio and visual academic materials for learning disabled students at grades 7 and above to facilitate their success in the least restrictive educational setting. The secondary goal is to provide able high school students with an opportunity to learn about, accept responsibility for, and experience the satisfaction of becoming facilitators of learning for students with specific learning disabilities. Cassette tapes of textbook materials in English literature, English grammar and composition, the social, physical, and biological sciences as well as driver education were made by high school volunteers following an orientation program. Accompanying study guides were also written at the desired readability levels. Use of these materials is out-of-class tutoring sessions by tutors, teachers, and parents enhance learning and retention and serve as a model for use of such techniques with all textbook materials. In each of the 6 high schools and 32 elementary schools using the materials, able high school students developed an awareness of the nature of learning, acquired skills in academic tutoring and increased sensitivity to the needs of handicapped students. Evaluation has supported the increased success of learning disabled students in the competitive classroom setting.
ADOPTION REQUIREMENTS	Periodic re-taping and re-writing of study guides has been required as textbook changes are made. A teacher coordinator to implement use of the materials through staff development, to train student and adult tutors, and to assist private schools in providing service to learning disabled students is mandatory.
FUNDING REQUIREMENTS	Funding for a full-time project director, a full time secretary, travel expenses, the purchase of cassette tapes and the printing and packaging of materials is required.
MATERIALS AVAILABLE	Project brochures; project application for funding; needs assessment documentation and detailed financial report; samples from the kit for Driver Education.
CONTACT PERSON	Helen Nesbitt-Puckett, Coordinator of Secondary Learning Disabilities Program, Guidance Department, Birmingham Public Schools, P.O. Drawer 10007, Birmingham, AL 35202.

PROGRAM TITLE	**INSTRUMENTAL ENRICHMENT**
TARGET POPULATION	Handicapped adolescent learners (emotionally handicapped, learning disabled, educable mentally handicapped.
DESCRIPTION	The goal of Instrumental Enrichment is to teach students with learning difficulties to develop the skills, strategies, and attitudes which underlie the ability to solve problems and learn academic content. By teaching the application of learning and reasening skills acquired in a specific situation to other situations and events, the program enables students to benefit from other learning opportunities in their life experiences. Instrumental Enrichment can be used with adolescents and pre-adolescents whose learning abilities range from low functioning to gifted. In this program it is available in grades 4-9 in Emotionally Handicapped, Educable Mentally Handicapped and Learning Disability classes. Data is gathered in formal methods (the North American Research Project) and in informal methods to determine the effects of IE, some of which include: improved intellectual abilities, increased willingness to cope with school material, increased motivation to learn, and improved self-image. While some programs "water down" material so it is easier for students to digest, this program strives to raise students' level of thinking so they can handle harder work in a more efficient manner.
ADOPTION REQUIREMENTS	A commitment to the continuing need for training in the use of Instrumental Enrichment techniques and materials and the purchase of Instrumental Enrichment materials for classroom use.
FUNDING REQUIREMENTS	Funding includes the cost of 2-3 annual training sessions for participating teachers. These costs would be determined by the proximity to trainers.
MATERIALS AVAILABLE	Brochure, various research and historical articles, video tapes of High Point program.
CONTACT PERSON	Dr. Carolyn D. Boyles, Director of Exceptional Child Services, High Point Public Schools, P.O. Box 789, High Point, NC 27261 (919-885-5161).

PROGRAM TITLE	**MODEL AFFECTIVE RESOURCE CURRICULUM (MARC)**
TARGET POPULATION	Emotionally disturbed secondary school students.
DESCRIPTION	The MARC Project has developed and field-tested an affective curriculum for use with emotionally disturbed adolescents. This curriculum consists of four self-contained but related units which provide instructional activities using a cognitive-behavioral model to teach skills in the areas of self-control, social problem-solving, communication, and behavioral interactions. The self-control unit teaches students a procedure of verbal self-instruction to help them maintain self-control. The problem-solving unit makes use of videotape portrayals of adolescents in problem situations as the basis for teaching students the skills they need to solve interpersonal problems. The communication unit teaches basic communication skills needed to implement solutions successfully. The behavioral interactions unit teaches students the basic principles of behavior modification to facilitate the choice and implementation of successful solutions.
ADOPTION REQUIREMENTS	Dissemination of the MARC Project curriculum will begin in July 1982. The curriculum can be copied and put to use at minimal expense.
FUNDING REQUIREMENTS	Funded with PL 94-142 monies under a Title VI-B grant from the State of Florida.
MATERIALS AVAILABLE	The curriculum is available on request.
CONTACT PERSON	Charles Francescani, MARC Project, Orange County Public Schools, 800 S. Delaney Ave., Orlando, FL 32801.

PROGRAM TITLE	**SECONDARY PRE-VOCATIONAL/ACADEMIC PROGRAM**
TARGET POPULATION	Secondary Educable Mentally Handicapped academic and vocational teachers and administrators.
DESCRIPTION	The goal of the SPV/AV is to prepare EMH students for sucessful empoyment in appropriate jobs available within the local community. It is designed to be incorporated within the public school special education program. An implementation plan was developed cooperatively by the academic and vocational teachers wherein required prevocational skills (including vocabulary, math, and behavior/attitude) are incorporated into the academic coursework prior to prevocational/vocational experiences. During the first year, students are introduced to all vocational areas offered in the program. Vocational aptitude and work evaluations are completed by each student in the school and at the regional vocational center to determine individual aptitudes and interests. Following evaluation, students expand and refine their knowledge and abilities within selected vocational areas during the next year(s). The 12th grade program is individualized and includes a review of non-mastered skills and on-the-job work experiences.
ADOPTION REQUIREMENTS	Firm commitment to cooperative education by teaching and administrative staff to include appropriate personnel and materials.
FUNDING REQUIREMENTS	Flexible as determined by equipment, materials, staff and cooperative work/study requirements.
MATERIALS AVAILABLE	Implementation Plan which includes pre and post tests and corresponding placement recommendation and work evaluation forms in field test phase. (While this is a secondary program the implementation plan encompasses grades 1-12 to ensure prerequisite background and experiences in prevocational areas).
CONTACT PERSON	Ann C. Bleakly, Florida Diagnostic and Learning Resources System, 925-A Miccosukee Road, Tallahassee, FL 32303 (904-487-2630).

PROGRAM TITLE

PROJECT CAST: EXPERIENCE-BASE CAREER EDUCATION PROGRAM FOR SECONDARY LEVEL HANDICAPPED STUDENTS RESIDING IN A RURAL AREA.

TARGET POPULATION

All high school and educationally handicapped students receiving special education services for more than 50% of the school day. Students are 13 through 21 and are Learning Disabled, Mentally Retarded, Hard of Hearing, Deaf, Speech Impaired, Visually Handicapped, Seriously Emotionally Disturbed, or Multiple Handicapped.

DESCRIPTION

Project CAST, a career education Handicapped Children's Model Program, is an Appalachia Educational Laboratory adaptation of the Experience-Based Career Education Model. High School age, educationally handicapped students receiving special education for over half of the day have the opportunity to participate. The program focuses upon the students' development of skills necessary to foster independent living, wise career decision-making, and successful entry into the world of work. The model utilizes integration of community and school-based sequential and developmental learning experiences. Providing students with consistent and progressive interaction and labor market exposure is accomplished through a four year/four phase program approach.

In Phase I, students learn about the multitude of occupations which exist within the community. Learning experiences include field trips to work sites, guest speakers from community-based occupational areas, self discovery survey instruments, role play, simulations, and other instructional activities.

In Phase II, students identify interests, abilities, environmental and life style preferences, and occupations which match these factors to make tentative career decisions. During Career Exploration, occupations of interest to each student are researched and explored.

In the Career Investigation phase, students are provided with job sampling experiences to validate assumptions made regarding the students' desired occupations for future employment. Learning activities are designed to develop students' job seeking, maintaining and terminating skills.

The On-The-Job Training/Work Study phase is the only phase of the program in which a student can receive pay. Concurrent to the community-based component, there are seminar sessions, individual projects, and instructional activities involving job enabling and life skills. All students are monitored on-site and evaluated on an informal and formal basis by the teacher, the resource person (employer), and the student.

Project CAST offers summer in-service training to school-based staff and support personnel, and a series of central coordination meetings are held during the school year. The purposes of the meetings and training sessions are to obtain teacher input, provide staff development activities, coordinate school-based project activities and general program activities, problem solve issues related to service delivery, and discuss student outcomes as a result to program intervention.

FUNDING REQUIREMENTS

Costs are flexible and dependent on the program components replicated. A detailed component analysis packet has been developed by the project which describes each component, impact information, and minimum resources necessary.

MATERIALS AVAILABLE

A sample program evaluation plan, community participation guide, consumable forms packet, gaining information for educational program planning, life skills unit guides, procedural handbook, slide-tape presentation, and "Special Times"—project newsletter.

CONTACT PERSON

Mrs. Barbara Diep, Project Manager, Project CAST, Charles County Board of Education, Pomonkey Annex, La Plata, MD 20646 (301-372-8171).

PROGRAM TITLE	**VOCATIONAL PREPARATION OF THE HANDICAPPED PROJECT**
TARGET POPULATION	All handicapped senior high school young people in the Fayette County Public Schools, with plans developing for including students from small, surrounding school districts.
DESCRIPTION	The goal of the project is to match students to appropriate jobs and training programs early enough to assist them in meeting entry requirements for higher level jobs than formerly was possible. For this purpose over $311,000 in grants from four agencies have been utilized. Project phases: vocational evaluation; vocational decision making; IEP development based upon vocational match; IEP implementation; IEP monitoring every 12 weeks by a team of educators, Rehabilitation Counselor, vocational evaluator and Vocational Education support personnel. Project features: (1) assisting students in meeting the entry requirements of their vocational goal(s); (2) using vocational goals to determine instructional objectives enabling students for the first time to see the relationship between school work and what they want to do in life; (3) providing Rehabilitation Services counselors with prospective employees who meet job entry requirements; (4) providing area employers with the opportunity to have direct input into the preparation of employees; and (5) providing the means for small, surrounding school districts to tap into this process. Project outcomes: (1) development of inexpensive ways to provide the instruction formerly available only by expensive instructional programs; (2) development of adaptations to assist the handicapped in using commercial vocational training and evaluation programs; (3) identification of materials and equipment to assist all categories of the handicapped (except trainable) in meeting job entry requirements; (4) development of a job analysis system to depict the details necessary for the IEP and resulting instructional programs; (5) development of a computer system of job matching which lends itself to use with the handicapped; and (6) a process for establishing this process on a regional basis serving a central school system and surrounding school districts.
ADOPTION REQUIREMENTS	Board of Education approval and mandate.
FUNDING REQUIREMENTS	100% funding totalling over $311,000 from the state of Kentucky Bureau of Manpower Services, Bureau of Vocational Education, Bureau of Education for Exceptional Children and the local CETA.
MATERIALS AVAILABLE	A leaflet describing the Fayette County Vocational Preparation of the Handicapped Project and a chart of project phases.
CONTACT PERSON	Mrs. Delores H. Nelson, Fayette County Public Schools, 701 East Main Street, Lexington, KY 40502 (606-259-1411, ext. 219).

PROGRAM TITLE	**RELATED VOCATIONAL INSTRUCTION PROGRAM FOR THE STATE OF GEORGIA (RVI)**
TARGET POPULATION	Handicapped secondary students enrolled in vocational education in the state of Georgia.
DESCRIPTION	The Related Vocational Education Program is designed to support the handicapped student enrolled in a regular vocational program with emphasis on the acquisition of job entry level skills leading to successful job placement. Related instruction is provided necessary for the student to succeed in the regular vocational program. RVI represents a cooperative effort among various disciplines (special education, vocational education, vocational rehabilitation, etc.). Each Local Education Agency incorporates the RVI Program into their individual situations to best meet their needs of special needs learners. Therefore, a structured process is made adaptable to a variety of settings through the support of the State Department of Education. At present there are 155 RVI Specialists throughout the state of Georgia. The Specialist must possess valid certification in a State-recognized area of Special Education and is required to add 15 quarter hours of graduate work at Georgia Southern College for state endorsement as an RVI Specialist. A six-week workshop and on-the-job year long internship make up these requirements based on the special needs of special-vocational instruction and the competencies required.
ADOPTION REQUIREMENTS	A commitment from the LEA to the State Department of Education for implementing the RVI Program and designating a Special Education teacher to complete the necessary training.
FUNDING REQUIREMENTS	A state grant is awarded to the LEA for each RVI Program established. Funding is made to new and existing programs each year on a state formula through the Office of Vocational Education, State Department of Education for Georgia.
MATERIALS AVAILABLE	Brochure, program manuals, program description and review. Competencies, a program handbook, and other materials are in development.
CONTACT PERSON	Sue Stephens, Teacher Educator for the Related Vocational Instruction Program, L.B. 8114, Georgia Southern College, Statesboro, GA 30460.

PROGRAM TITLE	**E.S.E. VOCATIONAL SCHOOL**
TARGET POPULATION	Every identified exceptionality except the gifted—grades 9-12, ages 14-21 yrs.
DESCRIPTION	Program provides for the development of functional skills in academic, social and vocational areas to enable students to become prepared for employment. Vocational areas of instruction include: Auto Body Repair, Ornamental Horticulture, Carpentry I, Woodworking II, Small Engine Repair, Masonry, Welding, Basic Electricity (ex., housewiring), Custodial Services, Business Operations & Typing, and Food Services. Academic areas of instruction concentrating on preparation for employment include: Social Studies (finding jobs, applications, world of work); Sciences (health, first aid, drugs, etc.); Math (construction projects relating to math skills); Language Arts (reading for social skills, employment, etc.); and Physical Education. With the program a work evaluation center is incorporated to help determine the most appropriate vocational and academic training an individual requires to become a contributor to society. The work study program enables students to enter the world of work for job experience and hopefully full time employment.
ADOPTION REQUIREMENTS	To adopt a similar program within a system, support by the following is required: Local school board, superintendent, community, Vocational Education, Exceptional Student Education, Vocational Rehabilitation, Coordination Council for Vocational Education, State Department of Education, and Regional Vocational Consultants.
FUNDING REQUIREMENTS	Such a program would require a 60,000 sq. ft. facility which could accommodate from 350-400 students. A budget of approximately $700,000 yearly could adequately staff the school and provide the necessary support services as well as purchase the needed equipment, supplies and materials.
MATERIALS AVAILABLE	Newly established as a school—brochures and handbooks are presently in the development stage (target date 3/01/82 for completion)—film strips and slides are also being developed.
CONTACT PERSON	Edward D. Donnelly, ESE Vocational School, P.O. Box 391, Bartow, FL 33830.

PROGRAM TITLE	**SOUTH PARK HIGH SCHOOL: A PROGRAM FOR SECONDARY MENTALLY HANDICAPPED STUDENTS**
TARGET POPULATION	400 students, grades 9-12.
DESCRIPTION	South Park High is a special self-contained secondary program for handicapped youth grades 9-12. Categories of handicaps served include: EH, multi-handicapped, deaf, partially-sighted, and mentally retarded. The major objectives of the school are to prepare these students for life adjustment and gainful employment, while cultivating and developing good self-concepts. All instruction is individualized and teacher-directed. Both vocational and "pen and pencil" classes are offered. Math and reading labs are used for development of basic competency skills; the school participates in competency-based education, using both regular and modified forms of the state competency tests.
ADOPTION REQUIREMENTS	Use of state guidelines.
FUNDING REQUIREMENTS	Federal funds—funded by the Office of Special Education.
MATERIALS AVAILABLE	School brochure, teaching objectives, videotape of program.
CONTACT PERSON	Ms. Vera Powell, Director of Curriculum, South Park High School, 2700 South Main, Winston-Salem, NC 27107 (919-784-0930, 784-0931).

PROGRAM TITLE	**PRE-VOCATIONAL ACTIVITY CENTER (P-VAC)**
TARGET POPULATION	Handicapped Students (LD) (MR) (SED) of junior high age.
DESCRIPTION	This is a cross-categorical program designed to teach handicapped youngsters the skills, behaviors, and attitudes which will lead to employability. Students receive information and hands-on activities in fifteen occupational clusters. All activities represent employment opportunities available in the community. To improve behaviors, a contingency management system is used by the staff. Students are helped to evaluate their daily progress and learn to monitor their own behavior. Emphasis is placed on computational and communicative skills needed in each occupational area. Males and females participate in all activities. The program serves sixty-four students a year, and is easy to modify or adopt within a school system.
ADOPTION REQUIREMENTS	None.
FUNDING REQUIREMENTS	Salaries for three professional staff and two aides. Approximately $800.00 per year is also needed to provide sufficient materials and supplies to maintain the program, once start up equipment and supplies have been purchased. These prices involve the complete program. Since it is designed to function as three separate teaching stations, components of the program could be adopted and fused with existing programs within a school system, reducing the cost.
MATERIALS AVAILABLE	Brochure, curriculum guide, student work cards.
CONTACT PERSON	Ann Harrison, Director of Exceptional Children Programs, 431 West Fifth Street, Greenville, NC 27834.

PROGRAM TITLE	**SECONDARY CLASS FOR DEAF, BEHAVIOR DISORDERED STUDENTS**
TARGET POPULATION	Deaf students who exhibit inappropriate and immature behaviors characteristic of the behavior disordered child.
DESCRIPTION	The primary goal of the behavior disordered deaf class is to effect a positive change in the student's behavior and communication skills so he/she can participate eventually in the self-contained or modified self-contained program for the hearing impaired. To accomplish this goal, a teacher of the hearing impaired and an aide work with the students in a self-contained class. The teacher works cooperatively with regular and special education teachers in the school, so students can participate in activities of the regular school, of the classes for the hearing impaired, and of the classes for behavior disordered students. Parents are provided with techniques for working with the student at home. Support services include speech therapy and audiological assistance.
ADOPTION REQUIREMENTS	A firm commitment is needed from the principal of the school where the class is to be located. Additionally, the teacher of the hearing impaired must be one who has strong behavior management skills.
FUNDING REQUIREMENTS	Funding includes salaries for teacher and aide. Transportation for students is a major consideration.
MATERIALS AVAILABLE	Class guidelines and materials list.
CONTACT PERSON	Barbara J. Nicholson, Director, Atlanta Public Schools, Programs for Exceptional Children, 224 Central Ave. SW, Atlanta, GA 30335.

PROGRAM TITLE

FULLILOVE COMMUNITY SCHOOL—AN ALTERNATIVE SCHOOL FOR ADOLESCENT AND SECONDARY STUDENTS

TARGET POPULATION

Delinquents and drop-outs, pregnant and identified 'exceptional' students (emotionally handicapped, learning disabled and retarded), disadvantaged and other youngsters not progressing in regular school programs.

DESCRIPTION

Fullilove Community School in Greenville, NC is the site for alternative junior high and secondary programs for youth and young adults from two L.E.A.s. A professional staff of fifteen works with interns, student teachers, volunteers and various human services professionals. With their families and the school, students are helped to set specific goals for their academic, social and vocational development. Each staff member functions as a teacher, a counselor, and an advocate. A supportive counseling approach is emphasized, with behavior modification, goal setting, problem solving and individualized instructional techniques being eclectically applied.

ADOPTION REQUIREMENTS

- Recognition that many adolescent and secondary students require a personal and individualized program if they are to succeed.
- A commitment to establishing alternative 'school' programs flexible enough to meet the varied needs of these 'at risk' youngsters.
- The willingness to engage parents and various human services agencies in the process of generating specific goals with, and commitments to, individual students.
- The belief that the extra effort and resources required for such programs are justified from both a humanitarian perspective and on the basis of pragmatic considerations of a community's economic self interest.

FUNDING REQUIREMENTS

- A resolve to examine existing programs and resources with an eye for how reorganization can achieve appropriate alternatives.
- Cooperative agreements with other agencies to add effectiveness and options.
- Vigorous identification and assessment of exceptional students to generate categorical resources.
- Commitment from the administrators of Special Educational and Vocational Education program to allocate portions of existing resources and to generate new resources.

MATERIALS AVAILABLE

Descriptive brochure, student handbook, twenty minute slide-tape of the Fullilove programs and twenty-five minute slide-tape of the Hewitt Model Engineered Classroom used for Project CARE.

CONTACT PERSON

Johann E. Bleicher, Principal, Fullilove Community School, 1600 Chestnut Street, Greenville, NC 27834.

PROGRAM TITLE

TAP RESOURCE—CAYCE CENTER PROGRAM FOR TRAINABLE AND PROFOUNDLY MENTALLY HANDICAPPED STUDENTS

TARGET POPULATION

Special education teachers, administrators, support personnel and parents.

DESCRIPTION

Cayce Center is a public school which provides a comprehensive individualized education program of training and pre-vocational skills for approximately forty-four students ranging in age from 5 to 21 years. Students are placed in the program after extensive psycho-educational testing and a placement committee's recommendations. Examples of special programs at the school include:

1. Vocational Rehabilitative Training Workshop—Trainable students ages 16 and over who qualify for Voc Rehab services receive instruction in career awareness skills and are paid when working on sub-contracts. Qualified students are placed on "in school" and "out of school" job tryouts.
2. Foster Grandparents—Five adults ages 65 and over work at the school each day from 10:00 to 2:00 and receive lunch and a small stipend for their services. The program is sponsored by the ACTION agency.
3. Greenhouse and Monthly Hortitherapy Projects—Area garden clubs raise contributions for a school greenhouse, and garden club members work with students in the greenhouse and in the classrooms.
4. Stimulation Unit for Profoundly Mentally Handicapped Students—Students classified as Profoundly Mentally Handicapped receive intensive individualized instruction daily in the Stimulation Unit program and spend the remainder of the school day in regular classrooms for trainable mentally handicapped. The Stimulation Unit is supervised by the teaching principal and is operated on a day-to-day basis by a registered nurse, a classroom aide, and a foster grandparent. The program appears to prevent institutionalization, family chaos and disintegration, and further deficits in learning. The underlying philosophy of the program is that all handicapped children can learn much more than earlier believed possible; and if they should be served in an appropriate educational setting within their own community.
5. Active Parent-Teacher Club—This group provides manpower, ideas, and funds for the program. Community and civic organizations have provided continued interest and support for the school.

ADOPTION REQUIREMENTS

A firm commitment from school district officials to provide staff and instructional materials for individualized experiences for Trainable and Profoundly Mentally Handicapped students.

FUNDING REQUIREMENTS Funding includes salaries for staff, and other costs are flexible.

MATERIALS AVAILABLE Brochure, slide-tape presentation, and curriculum guide.

CONTACT PERSON Dr. Dorinda D. Gertz, Principal, Cayce Center, Lexington School District Two, 800 Lexington Avenue, Cayce, SC 29033.

PROGRAM TITLE	**COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR SPECIAL NEEDS STUDENTS (CVEP FOR SNS)**
TARGET POPULATION	Verified EMR, TMR, and LD students enrolled at the secondary level to participate in Comprehensive Vocational Education Program.
DESCRIPTION	The primary goal of CVEP for SNS is to provide verified handicapped students an optimistic outlook for their years outside of the classroom, to provide on-the-job training in low functioning activities in the world of work, and to provide co-related classroom activities to reinforce life skills related to employment or work experience. The CVEP for SNS coordinator works with the students on life skills in conjunction with the classroom teacher who correlates academics to life skills needs. Credit is earned for both academic and work experience. Ultimately, the program expects the school work experience to yield employment for each handicapped student upon exit from the school setting.
ADOPTION REQUIREMENTS	A firm commitment from school administrators and personnel to the handicapped student's potential in society supported by the State Department of Education, the Local Board of Education, the student, the parents, and the community.
FUNDING REQUIREMENTS	Funding includes salary for two full-time positions (teacher level) and materials. Funding comes through EHA-B for the CVEP Coordinator, and the teacher position is funded through census generated special education funds. Material funding is through vocational education.
MATERIALS AVAILABLE	Materials list, forms used in the program for screening, supervision and evaluation.
CONTACT PERSON	April G. Lineberger, CVEP Coordinator, Central High School, Manchester, TN 37355 (615-728-0811).

PROGRAM TITLE	**"MAINSTREAMING IN ACTION"—MAINSTREAMING HANDICAPPED STUDENTS INTO REGULAR VOCATIONAL CLASSES**
TARGET POPULATION	All secondary level handicapped students.
DESCRIPTION	The main focus of the "Mainstreaming In Action" program is to provide a successful vocational education experience to handicapped students through vocational assessment and placement, vocational training with support services, job placement and follow up. The program's success is due to a joint effort among the vocational staff, home high school staff, county administration and the Division of Vocational Rehabilitation. Structured and ongoing inservice dealing with restructuring the vocational classroom for success, characteristics of the handicapped, and teaching methods and strategies enables the vocational instructors to incorporate modifications within their classrooms without changing course content. Direct support service to the students during the training period is based on compensatory learning strategies and coping skills. It is not a remedial-based approach.
ADOPTION REQUIREMENTS	A firm commitment of support from administration, both vocational and county is necessary. Time must be allotted for the inservice of vocational staff. The personnel hired must have a wide background in exceptionalities and excellent skills in interpersonal communication and organization.
FUNDING REQUIREMENTS	Funding includes salary for two to three full-time positions at the teacher level; flexible material needs.
MATERIALS AVAILABLE	Program description, handouts of forms used, inservice guidebook, data reports, bibliography.
CONTACT PERSONS	Sandra Dunham-Stone or Glenda Bonfili, Monongalia County Vocational Technical Center, 1000 Mississippi Street, Morgantown, WV 26505 (304-292-3361).

PROGRAM TITLE

VOCATIONAL READINESS TRAINING FOR HANDICAPPED STUDENTS

TARGET POPULATION

Secondary Vocational Education—secondary school aged handicapped students, levels 1, 2, 3, and 4.

DESCRIPTION

In junior high-middle school handicapped students have the opportunity to participate in a variety of experiences related to industrial arts, business education and home economics. These experiences are structured, sequential and of an introductory nature for 7th, 8th and 9th graders.

For those students selecting vocational training as their 10th grade instructional activity, a program of prevocational-industrial arts is available. This is a one-year sample of technical offerings of instructional program available in the vocational school. The handicapped student has an opportunity to experience various vocational programs prior to selecting one area of training and focusing on that for two years of intensive training. During their two years in vocational training, the students are aided by a Vocational Support Services Team providing tutorial and remedial assistance, vocational evaluation, liaison counseling, and the availability of modified instructional materials.

For those students who wish to pursue a level of training less demanding than that offered by prevocational-industrial arts, there is occupational preparation. Occupational preparation helps the student develop work habits and personal skills prior to entering the work world. Both programs, vocational training and occupational preparation, offer a final phase of training in which students may test newly acquired skills. Cooperative Work Experience is offered in the 12th grade as the final component of vocational training.

Vocational training of this scope and nature has brought together the offices of Special Education, Vocational-Technical Education and the Division of Educational Rehabilitation in planning, implementing and supporting the unique program needs of handicapped students. The concept has been endorsed by the Citizens Advisory Group for Special Education.

Education. Several unique aspects of this training program are:

1. Each vocational school within the district (95,000 students) houses a program of prevocational-industrial arts.
2. Handicapped students work side-by-side with non-handicapped peers in vocational training programs.
3. Handicapped students have several training options available to them.
4. Handicapped students prepare to enter vocational training programs as a result of the prevocational preparation in grades 7 through 10; and the availability of support services teams permit them to fully participate in that training experience.
5. All programs of prevocational industrial arts are staffed by both special education and vocational education teachers.

6. Inservice or preservice training is available for all teachers involved with the program.
7. Handicapped students have the full range of vocational course offerings available to them according to their ability.
8. The program is on-going from grades 7 until eventual employment, with the Division of Vocational Rehabilitation assuming responsibility for the student following graduation from school.

ADOPTION REQUIREMENTS

A commitment to providing the handicapped population with programs, both academic and vocational, which are commensurate with the needs and abilities of the students is essential. Existing space and staff might be redeployed to initiate programs of this type.

FUNDING REQUIREMENTS

The major funding requirements are in the prevocational-industrial arts classroom where the recommended ratio is two teachers to fifteen students. If a vocational support services team does not exist, an additional one or two positions (depending upon caseload) is needed. The funds spent to provide additional assistance to the vocational teacher who works with handicapped students is money well spent since the student receives individual attention, the vocational teacher can work with more students, and both teacher receive support from one another.

CONTACT PERSON

William T. Dixon, Specialist, Vocational Programs for the Handicapped, Baltimore County Public Schools, 6901 N. Charles Street, Towson, MD 21204 (301-494-4099).

Staff Development
In-Service

PROGRAM TITLE **HATCH (HOLISTIC APPROACH TO TEACHING CHILDREN)**

TARGET POPULATION Teachers, aides, guidance counselors, school psychologists and administrators.

DESCRIPTION The HATCH program provides a comprehensive training for teachers, aides, administrators, guidance counselors and school psychologists. The needs of the emotionally disturbed child and their parents are the focus of the presentation, however the strategies apply for all exceptional students and their parents. The *kinds* of behavior of students do not change, rather the intensity and duration of those behaviors change. In order to be effective with all kinds of behavior, the following major components are necessary:

1. Time Structure
2. Organizational Strategy
3. Behavioral Engineering
4. Affective Curriculum
5. Effective counseling with students and families
6. A network system linking classrooms with support services

These components are all interwoven. Professionals are shown the process of integrating these components during the 36 hours of inservice that is presented during a six week period. Once trained in the initial series of workshops, these participants become trainers at their home schools. This network of professionals are invited to participate in the summer program of South Florida State Hospital, and also may attend a series of "update" workshops throughout the year.

ADOPTION REQUIREMENTS Other areas would need to train personnel in one of two ways:

1. Send persons to the series of workshops over a six week period.
2. Broward staff could present a condensed version of the workshops over a three-day period.
3. Videotapes of the entire presentation would be available.

MATERIALS AVAILABLE Participant handbook, trainer manual (in development currently)

Participant handbook, trainer manual (in development currently), series of films (purchase from company), video tapes of parts of program, and assertive discipline manuals.

FUNDING REQUIREMENTS Current staff with one additional teacher could handle the additional training. Interested districts would have to provide out of county or out of state expenses for the duration of training. Any materials that are reproduced would be purchased by the participant.

CONTACT PERSON Sandi Searls, South Florida State Hospital. Exceptional Student Program, 1000 S.W. 84th Ave., Hollywood, FL 33025 (305-983-4321).

PROGRAM TITLE	**SECONDARY LEARNING DISABILITIES (ADAPTATION OF OKLAHOMA SECONDARY LEARNING DISABILITIES)**
TARGET POPULATION	Secondary general education and special education teachers, administrators, support personnel, and parents.
DESCRIPTION	Success is possible for secondary students. Secondary Learning Disabilities is a diagnostic/prescriptive intervention system proven successful with learning disabled students through effective individual planning. The program has improved reading and math achievement and has enhanced the self-esteem of the secondary learner. Components of the program include: 1. A diagnostic-prescriptive approach to identify students' strengths and needs; 2. Instructional training emphasizing basic skills, competency skills, and self-concept development; 3. Teacher training for all secondary teachers in adaptive, compensatory, developmental, and remedial techniques; and selection and review of appropriate instructional material, and organizational techniques for students; and 4. Student training stressing a peer-tutoring component designed by students and emphasizing collaboration/communication between regular and special teachers.
ADOPTION REQUIREMENTS	Two-day adoption/adaption training by the project staff.
FUNDING REQUIREMENTS	1. Travel, consultant fee, and expense for personnel involved in training sessions. 2. Purchase of Wide Range Achievement Tests, Durrell Analysis of Reading Difficulty, Keymath Diagnostic Arithmetic Test, and Piers-Harris Self Concept Scale. 3. Teacher training manual must be purchased prior to training.
MATERIALS AVAILABLE	Introductory Packet ($1.00 to include printing, posting, and handling).
CONTACT PERSON	Jane C. Shields, Coordinator, Exceptional Children's Program, Kings Mountain District Schools, P.O. Box 192, 500 West Parker Street, Kings Mountain, NC 28086 (704-739-5156).

PROGRAM TITLE

PARENT EDUCATION EXCEPTIONALITIES PROJECT (P.E.E.P.)

TARGET POPULATION

The program is designed to serve parents of learning disabled, emotionally handicapped, and trainable mentally retarded children.

DESCRIPTION

This cognitive-affective-behavioral parent education program was developed over a three-year period specifically for use with parents of handicapped children. The program consists of six two-hour sessions. The program is capsulized below:

Session 1: Learning the Facts (explanation of learning disabilities, emotional handicaps, or trainable mental retardation) Filmstrip/cassette, team activity, discussion. (Cognitive session)

Session 2: Learning to Cope (family dynamics of having a learning disabled, emotionally handicapped, or trainable mentally retarded child) Filmstrip/cassette, discussion. (Affective session)

Session 3: Learning to Help (behavioral vs. traditional approach, targeting, charting) Filmstrip/cassette, team activity, discussion. (Behavioral session)

Session 4: Learning to Change (behavior management—R.A.I.D. rules, approval, ignoring, disapproval) Filmstrip/cassette, team activity, discussion. (Behavioral session)

Session 5: Learning to Hope (summary, self-concept, behavior change project) Filmstrip/cassette, team activity, discussion, behavior change project, and attitude questionnaire. (Behavioral-Affective-Cognitive session)

Session 6: How's It Going? (follow-up meeting with parents to discuss home/school project)

In addition to the specific parent program described above, a Model Delivery System was developed that provides guidance in program implementation. An extensive evaluation was done with all project materials and these evaluation results are available upon request. Project activities include product development and dissemination, training parent trainers, and conducting parent groups.

MATERIALS AVAILABLE

Five parent books for each exceptionality (8th grade reading level); five filmstrips for each exceptionality (sports and entertainment celebrities such as Roger Staubach, Arnold Palmer, Steve Garvey, Roy Campanella, Willie Stargell, Gary Burghoff, Ara Parseghian and many more appear in these filmstrips); one parent trainer manual for each exceptionality; and, a Model Delivery Manual. Descriptive brochures are available upon request.

FUNDING INFORMATION

This program was funded by an ESEA Title IV-C Innovative Program Grant with a budget of approximately $130,000 per year.

CONTACT PERSON

Steve Leggett, Project Administrator, Parent Education Exceptionalities Project, 800 S. Delaney Avenue, Orlando, FL 32801.

PROGRAM TITLE	**PROJECT MAINSTREAM**
TARGET POPULATION	Elementary classroom teachers and administrators.
DESCRIPTION	The objective of Project Mainstream is to train, through an Intervention/Implementation/Dissemination Approach, elementary school teachers and principals in those skills, understandings and attitudes necessary to provide for the effective integration of emotionally handicapped (E.H.) learning disabled (L.D.) and educable mentally retarded (E.M.R.) students into the social and educational mainstream of the school. Central to the I/I/D Approach, exceptional child educators become part of a school based facilitation team with the principal and regular classroom teacher.
ADOPTION REQUIREMENTS	Project design can be implemented by most local educational agencies.
FUNDING REQUIREMENTS	Funded from Office of Special Education with PL 94-142 monies.
MATERIALS AVAILABLE	Workshop training materials are available on request.
CONTACT PERSON	Jan Maxwell, Project Mainstream, 800 S. Delaney Ave., Orlando, FL 32801.

PROGRAM TITLE	**MARYLAND SPECIAL EDUCATION IMPARTIAL HEARING OFFICERS TRAINING INSTITUTE AND SEMINARS**
TARGET POPULATION	Prospective Impartial Hearing Officers.
DESCRIPTION	The primary goal of this highly collaborative project is to provide adequately trained personnel to serve as hearing officers. The project includes the use of a highly collaborative process to develop, implement and evaluate an initial training institute and follow-up seminars. It also includes the development of a large resource book for IHOs.
ADOPTION REQUIREMENTS	The collaborative nature of this process has been an essential ingredient to its success.
FUNDING REQUIREMENTS	Funding includes a portion of the project coordinator's salary, the contracted services of an instructor, and the development and limited dissemination of the IHO Resource Manual.
MATERIALS AVAILABLE	A Report on the Preparation of Personnel to Serve as Special Education Impartial Hearing Officers in Maryland.
CONTACT PERSON	Richard W. Mainzer, Staff Development Specialist, Division of Special Education/Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, MD 21201.

PROGRAM TITLE	**CARROLL COUNTY MAINSTREAMING UNIT**
TARGET POPULATION	Elementary school students (specifically 4th graders).
DESCRIPTION	Carroll County Public Schools in cooperation with Western Maryland College and utilizing the "Kids on the Block" puppets, developed and implemented a mainstreaming unit designed to: help students realize there are differences among people but differences are acceptable; and help students understand that despite differences, handicapped persons have the same needs as other people. Everyone wants to feel included, everyone feels vulnerable at times, and no one likes to be teased, stared at, or ignored. Units were incorporated into the fourth grade social studies curriculum with special education personnel acting as consultants to the regular classroom teachers. Teachers presented a variety of classroom activities designed to develop information and attitudes about handicapping conditions. The "Kids on the Block" puppets were used as motivational and culminating activities. Along with the special education personnel acting as puppeteers were volunteers from the local 4-H program.
ADOPTION REQUIREMENTS	Implementation of this program requires cooperation between regular education and special education staff. Additionally, volunteers or staff members are needed to present the "Kids on the Block" puppet shows. "Kids on the Block" puppeteers may be available to present some puppet shows.
FUNDING REQUIREMENTS	Funding includes the cost of the mainstreaming kit and puppets or puppet presentations through "Kids on the Block."
MATERIALS AVAILABLE	Mainstreaming Unit: Carroll County Public Schools; Mainstreaming Kit: Western Maryland College; Kids on the Block: For puppets or shows, contact: "Kids on the Block," Washington Building, Suite 510, Washington, D.C. 20005 (202-342-9177).
CONTACT PERSON	Jewell Makolin, Supervisor of Special Education, Carroll County Board of Education, 55 North Court Street, Westminster, MD 21157 (301-848-8280, ext. 253).

PROGRAM TITLE

"SIGNING: A GUIDE FOR CLASSROOM TEACHERS"
Sponsored by Audiovisual Instruction for Teachers, Title IV-C

TARGET POPULATION

General and special students and general education teachers.

DESCRIPTION

Communication is one of man's basic needs. This program is an effort in communication to help individuals become aware of potential uses of sign language in teaching and learning. To accomplish this goal, an audiovisual committee of educators developed a signing kit utilizing three mediums: video cassettes, transparencies, and a sound-slide presentation. The visualization and dramatization of the three mediums combine the natural gesture and pantomime in sign language to help facilitate language and to stimulate three basic learning channels: motor, auditory, and visual. The kits benefit the deaf and mentally handicapped by helping them learn language and language structure. They benefit the normal child by making it possible to communicate with handicapped individuals and thereby increase their awareness and consideration of those who are different but no less important. It can also serve as a vehicle to teach elements of grammar and spelling in the early elementary grades or as reinforcement for slow learners. The genesis of this program resulted from a survey of special education and special service teachers in the RESA V eight county area, documenting a need for a signing vehicle to integrate the hearing impaired student into the regular classroom. The materials can be used in group or individual instruction.

ADOPTION REQUIREMENTS

DNA

FUNDING REQUIREMENTS

Purchase of "Signing: A Guide for Classroom Teachers" kit ($98.00).

MATERIALS AVAILABLE

1 Introductory Cassette; 1 Cassette—side 1, Finger Spelling/side 2, Number Signing; 5 Manual—Introduction to program, pre and post activities, and all signs viewed in video cassette; 1 Video Cassette Tape; 1 Slide Presentation—to use independently in classroom; 26 ABC Transparencies; 1 Numbers Transparency.

CONTACT PERSON

Patricia Chipps, Media Specialist, Audiovisual Instruction for Teachers (AVIT), RESA V, 1210-13th Street, Parkersburg, WV 26101.

PROGRAM TITLE	**IEP/PE (INDIVIDUALIZED EDUCATIONAL PROGRAMS IN PHYSICAL EDUCATION).** Model Program—"Physical Education for Handicapped Children"
TARGET POPULATION	The target population includes all special education, physical education and regular teachers responsible for the development and implementation of the physical education components of the IEPs or handicapped children grades kindergarten to twelve.
DESCRIPTION	The program's major sections are the Manual, the Movement Program, and the Teacher Training Package. The Manual provides a systematic approach for writing and implementing the physical education component of the IEP. The Movement Program is divided into pre-skill and skill sections, including locomotor and manipulative movements. The Teacher Training Package includes games, activities, teaching strategies, goals, objectives, and modification of basic skills for the total scope of physical education. The major focus areas of the Program are assessment, writing IEPs, and remediation. Teachers actively participate in all phases of the training. The IEP/PE Model Program has received South Carolina and National Validation as reviewed by the Joint Dissemination Review Panel.
ADOPTION REQUIREMENTS	The minimum adoption requirement is an intensive one-day workshop in which the purpose, procedures and materials of the Program are described and demonstrated. Technical assistance via phone and/or correspondence (on a continual basis) is provided by the IEP/PE staff.
FUNDING REQUIREMENTS	The training costs are as follows: 1) Model Program & Teacher Training Package $40.00 per teacher trainee; 2) Consultant(s)—$100.00 per day(s) for preparation and training; and 3) travel, lodging and applicable per diem for each consultant(s). Training films and equipment used in the workshop are available, but as an optional cost(s) to the trainee.
MATERIALS AVAILABLE	Brochures, flyers and specific information correspondence is available upon request. Also, the training films ("super 8" cassettes) and project video may be made available, as appropriate.
CONTACT PERSON	Ms. Gay Clement, IEP/PE Program Coordinator, UAF/USC, Benson Building, Columbia, SC 29208 (803-777-4465).

PROGRAM TITLE	**CLEAN NON-STERILE CATHETERIZATION IN SCHOOL**
TARGET POPULATION	All Special Education teachers, support personnel and parents of children with neurogenic bladder disorders.
DESCRIPTION	The primary goals of this program are: To acquaint school personnel and parents of their responsibilities on this controversial subject; to provide general information of procedure and explore legal aspects and implications to teachers and school personnel; to provide knowledge to school personnel in teaching the catheterization procedure and the procedure necessary for children to have access to appropriate educational services; and to alleviate fear of the catheterization procedure by presentation of case studies with slides and tapes of parent and child interviews and slides of two approaches to catheterization procedures.
ADOPTION REQUIREMENTS	A general knowledge of catheterization procedures by teachers or support personnel. A private area in school with bathroom facilities.
FUNDING REQUIREMENTS	Funding includes salary for full-time aide if child is severely handicapped. No funding if child is not severely handicapped.
MATERIALS AVAILABLE	Handouts, program description, and evaluation results.
CONTACT PERSON	Vivian Henley, R.N., Nurse Consultant, Coffee County Board of Education; 210 East McLean Street; Manchester, TN 37355.

PROGRAM TITLE	**DEAN'S GRANT PROJECT FOR DEVELOPING FACULTY CAPABILITY TO DEAL WITH IMPLICATION FOR EDUCATION OF THE HANDICAPPED.**
TARGET POPULATION	All general education and special education teacher educators and administrators within a School of Education at any college or university.
DESCRIPTION	The central goal of the project is to assist the School of Education Faculty to develop the awareness needed in preparing public school personnel to work with all learners, especially those covered under PL 94-142. An effort is made to work cooperatively with elementary and secondary levels of the education faculty and to encourage dissemination of their research dealing with the handicapped. This project utilizes many and varied approaches to staff development.
ADOPTION REQUIREMENTS	The School of Education must be committed to the need for change in their present curriculum to adopt for the needs of disabled children in least restrictive learning environments.
FUNDING REQUIREMENTS	Funding includes salary of one full-time position (coordinator), part-time secretary, consultants, and travel expenses.
MATERIALS AVAILABLE	A series of video tapes covering various topics dealing with the handicapped within the mainstream. Extensive bibliography. Needs assessment. Evaluation instruments.
CONTACT PERSON	Carolyn S. Scott, Project Coordinator, LB 8094, Georgia Southern College, Statesboro, GA 30460 (912-681-5596).

PROGRAM TITLE	**SCHOOL IN-SERVICE COORDINATOR FOR MAINSTREAMING PROJECT, MONTGOMERY COUNTY PUBLIC SCHOOLS, MARYLAND**
TARGET POPULATION	Local school general and special educators, administrators, paraprofessional staff and parents.
DESCRIPTION	The project seeks to establish a replicable model for selecting and preparing School In-service Coordinators for Mainstreaming (SICM) through linking an out-of-school teacher trainer (specialist for in-service training) to an in-school staff resource (school in-service coordinator). The five major objectives are: (1) to demonstrate an efficient and equitable process for selection of 18 SICMs, (2) to conduct a replicable competency-based program for preparing classroom teachers to serve as SICMs, (3) to support and monitor the effectiveness of the SICM, (4) to prepare and utilize essential materials for training SICMs, and (5) to collaborate with the State Department of Education in the preparation of school in-service coordinators for two other school systems in Maryland. Responsibilities for which SICMs will be prepared include: (a) maintaining liaison with principal and out-of-school trainer, (b) chairing a school in-service committee, (c) developing an annual school in-service plan, and (d) facilitating school-based staff development (e.g., course and workshop instruction, demonstration teaching, staff sharing of effective practices and materials).
ADOPTION REQUIREMENTS	School system must support concept of out-of-school trainer linked to local school in-service coordinators who are highly respected members of their school faculties.
FUNDING REQUIREMENTS	Salary for one full-time teacher/specialist position, part-time teacher assistant for one in-service lab for mainstreaming, materials and local mileage.
MATERIALS AVAILABLE	Continuation Project Report; Handbook for School In-Service Coordinators for Mainstreaming (including a variety of forms and samples for needs assessment, school annual in-service plans, in-service session design, and in-service evaluation); Manual for Conducting Issues in Mainstreaming Seminars; Manual for Developing Individualized Study for Mainstreaming Projects.
CONTACT PERSON	Dr. Stanley A. Fagen, Supervisor of In-Service Training, Montgomery County Public Schools, 15101 Bauer Drive, Rockville, MD 20853 (301-871-5150).

PROGRAM TITLE	**SIGN LANGUAGE CLASS FOR PARENTS**
TARGET POPULATION	Although the class is labeled "for parents," enrollment includes other family members. Bus drivers are also invited to participate.
DESCRIPTION	The primary goal of the class is to help parents learn to communicate with their child. The class meets ten weeks for one hour and 30 minutes. Beginning with the alphabet, the class learns fingerspelling and basic signs. A part of each session is focused on making parents aware of their responsibility in the education of the hearing impaired child. Other topics include the use of gesturing and natural language in communicating and vocabulary building through receptive and expressive activities. The class is held in a church on Saturday mornings.
ADOPTION REQUIREMENTS	A firm commitment to parental involvement is essential.
FUNDING REQUIREMENTS	Funding includes salary for the teacher of the class. Other costs are flexible.
MATERIALS AVAILABLE	Materials list.
CONTACT PERSON	Barbara J. Nicholson, Director, Atlanta Public Schools, Programs for Exceptional Children, 224 Central Ave., S.W., Atlanta, Georgia 30335.

Special Student Services

PROGRAM TITLE	**PROJECT A.P.P.L.E.—A PROGRAM FOR POSITIVE LIFE EXPERIENCES**
TARGET POPULATION	All students, grades K-5 in A.P.P.L.E. schools; all teachers in A.P.P.L.E. schools; parents who participate in parent training program.
DESCRIPTION	A.P.P.L.E. is a multi-disciplinary approach which goes much beyond the required services for Emotionally Conflicted (EC) Children as defined under PL 94-142. Project A.P.P.L.E. provides expanded prevention and early intervention services in the least restrictive environment. Parent effectiveness training classes and an intensive school faculty training program are essential components. The project's emphasis is on early identification, intervention, and parent-teacher involvement, as a primary prevention mode. Affective education units are team taught by the EC teacher and regular teacher in the regular classroom. Therefore, every student within the school receives affective education. Small group classes and individual counseling are also provided for children who need specific indepth intervention. Crisis intervention is also provided. A support team, consisting of a school psychologist and EC consulting teacher, is part of the total team serving the project.
ADOPTION REQUIREMENTS	Serious commitment of school staff for Preventive Services in Emotional Conflict and ability of school staff to work as a total team in providing affective education.
FUNDING REQUIREMENTS	Minimum would be teacher and aide salaries. Current project has part-time secretary, and materials funding.
MATERIALS AVAILABLE	Abstract and complete program description. Affective units that have been developed for regular classroom sessions.
CONTACT PERSON	Norma Bell, Director of Special Education, Huntsville City Schools, P.O. Box 1256, Huntsville, AL 35807 (205-534-3336). Teri Porter, Project Coordinator.

PROGRAM TITLE	**PRECISION TEACHING PROJECT**
TARGET POPULATION	Specific learning disability students, emotionally handicapped students, and educably mentally handicapped students.
DESCRIPTION	Precision teaching is a procedure to measure learning and proficiency of skills. The system was developed in the mid-60's by Dr. Ogden Lindsley at the University of Kansas. Terms and procedures related to precision teaching are direct measurement and instruction, applied behavior analysis and precise behavior management. The purpose of the project is to extend the curriculum development work that is related to precision teaching. A few specific objectives of this project are to: develop a basic skills curriculum for the mildly handicapped, key this curriculum to the Florida State Students Assessment Program and PREP Program and produce and validate curricular materials in precision teaching format.
ADOPTION REQUIREMENTS	The Dissemination of the Precision Teaching Curriculum will begin February 1983. Copies of the curriculum can be made at a minimal expense.
FUNDING REQUIREMENTS	Funded by PL 94-142, Title VI-B for state-wide unmet needs.
MATERIALS AVAILABLE	The curriculum will be available on request after February 1983.
CONTACT PERSON	Marilyn Hefferan, Precision Teaching Project, 800 S. Delaney Ave., Orlando, FL 32801.

PROGRAM TITLE	**ALTERNATIVES IN MATHEMATICS (AIM)**
TARGET POPULATION	Any specific learning disability (SLD) or Educable Mentally Handicapped (EMH) student who is functioning from pre-number through fifth grade in mathematics.
DESCRIPTION	The primary purpose of AIM is to develop a comprehensive diagnostic and prescriptive mathematics program designed to be used in small groups and individually with EMH and SLD students whose mathematical functioning level is from Kindergarten through the fifth grade. Twenty-nine mathematics skills were selected and specific objectives were written for each. A diagnostic test (AIM Test of Mathematics Skills [ATOMS]) was developed to diagnose a student's strengths and weaknesses on 323 objectives from the twenty-nine skills. Upon completion of the diagnostic phase, an instructional sequence is designed for the student. The instructional sequence for each skill is from the concrete to the abstract. Manipulatives have been identified which can be used for teaching the specific objectives and kits containing these manipulatives have been assembled. A "Teaching Ideas and Instructional Resources" sheet has been written for each objective. This sheet gives the following information: (1) Skill, (2) Objective, (3) Grade(s), (4) Kit to be used, (5) Teaching ideas, (6) Kit materials, (7) Prerequisite skills, (8) AIM worksheets, (9) Evaluation suggestions, and (10) Additional resources. The management portion of the project consists of the student profile sheets and the student instruction guide and can be done on a micro-computer.
ADOPTION REQUIREMENTS	A firm commitment to improving mathematics instruction is required. The appropriate grade level material and the kits of manipulatives must be purchased for each teacher.
FUNDING REQUIREMENTS	Funding includes purchasing the materials for each teacher, providing for the three days of initial training required and two days of follow up training.
MATERIALS AVAILABLE	Evaluation reports from the first two years of the project, objective lists, samples of the instructional material, and an explanation of the testing program.
CONTACT PERSON	Dr. Richard E. Cowan, Project Coordinator, Project AIM, Roanoke Rapids Graded School District, 536 Hamilton Street, Roanoke Rapids, NC 27870.

PROGRAM TITLE	**DEVELOPING THE LEARNING POTENTIAL OF LATENTLY GIFTED MINORITY STUDENTS IN JUNIOR HIGH**
TARGET POPULATION	Minority students who may have failed to meet the gifted identification criteria because of depressed intellectual scores were identified in grade seven. A control group and an experimental group were established. The experimental group received instruction in developing cognitive skills through the use of the Instrumental Enrichment program. These students have met with an instructor for two periods a week for a year and a half. The control group has received no similar instruction.
DESCRIPTION	The goal of the program is to help students develop cognitive skills which will help them learn to learn. Instrumental Enrichment is a highly structured program available commercially to teachers following an intensive training program. Research reports indicate Instrumental Enrichment is successful with mentally retarded, deaf, and learning disabled students. This program is designed to determine its success with potentially gifted minority students. The program is taught in addition to the regular curriculum. It includes 14 teaching instruments (units of paper and pencil exercises) which are taught in 250-300 hours of teaching. It is designed to be spread over at least two years. The teacher's role is in defining (with the students) the nature of the problems and the skills and processes required for solution. Together, they relate these processes and principles to other types of problems which confront the student.
ADOPTION REQUIREMENTS	Teachers must be trained. The publishing company, University Park Press, conducts workshops. School systems must make a commitment to the training. It is recommended that for maximum efficiency, classes meet daily.
FUNDING REQUIREMENTS	There are three sets of instruments available. Each set contains materials for 20 students and costs approximately $150.00.
MATERIALS AVAILABLE	Currently 14 instruments are available, with 4 typically taught in one year. Teacher guides are now sold with most of the instruments; and the remainder of the guides are under development.
CONTACT PERSON	Ann Harrison, Director of Programs for Exceptional Children, Greenville City Schools, 431 West 5th Street, Greenville, NC 27834 or Wende Allen, Teacher, Greenville Middle School, 600 West Arlington Boulevard, Greenville, NC 27834.

PROGRAM TITLE	**CRITERIA FOR CASE SELECTION AND PRIORITIZING PUPILS FOR PARTICIPATION IN SPEECH/LANGUAGE PROGRAMS/ SERVICES**
TARGET POPULATION	Speech/language clinicians in public schools.
DESCRIPTION	The criteria for case selection and prioritizing pupils for services in speech/language programs developed by the South Carolina Dept. of Education is based primarily upon the determination of the severity of a pupil's speech/language problem. A five point scale identifies the severity: 0 equals normal, 1 equals developmental delay, 2 equals deviation (mild), 3 equals deviation (moderate), and 4 equals disorder (severe). The scale is applied to a pupil's performance in the areas of articulation, voice, fluency and language following the administration of formal diagnostic tests/procedures. Separate criteria have been developed for use with educable mentally handicapped, trainable mentally handicapped, and profoundly mentally handicapped.
FUNDING REQUIREMENTS	No additional monies needed. Use existing staff.
MATERIALS AVAILABLE	Criteria for case selection—manual. No charge for single copy, printing cost charged for additional copies.
CONTACT PERSON	Mary Ginn, 310 Rutledge Bldg., State Dept. of Education, Columbia, SC 29201 (803-758-7432).

PROGRAM TITLE

FLORIDA DIAGNOSTIC AND LEARNING RESOURCES SYSTEM (FDLRS)

TARGET POPULATION

Exceptional education administrative, supervisory, and instructional personnel, as well as basic education personnel, support staff, parents, community agency representatives, and other personnel involved in the education of exceptional students.

DESCRIPTION

The eighteen (18) Associate Centers which comprise the FDLRS Associate Center Network provide, for each of the district exceptional student education programs within their respective subregions, diagnostic and instructional support services consistent with the functions, strategies, and performance standards specified in the prescribed project workscope:

Function 1.0—Provide assistance in locating and identifying exceptional children and in planning appropriate educational programs for such children.

Function 2.0—Plan, coordinate, and assist in the implementation of training programs, consistent with each district's program of staff development, for the development and updating of attitudes, skills and diagnostic and instructional practices and procedures necessary to the education of exceptional children.

Function 3.0—Assist in the identification, selection, acquisition, use, and evaluation of media and materials appropriate to instructional programs for exceptional children.

Function 4.0—Provide program consultation and information relevant to the assessment and instruction of exceptional children.

Function 5.0—Conduct all planning, awareness, implementation, monitoring, evaluation, and reporting functions necessary for effective service delivery and Associate Center management.

FDLRS Associate Centers provide diagnostic and instructional support services consistent with allowable workscope functions and network priorities as specified in the Florida State Plan under P.L. 94-142. As a priority use of funds for 1981-82, FDLRS Associate Centers allocate project resources to meet assessed program needs in the network priority areas designated below:

(a) student identification and evaluation;
(b) individual educational programs;
(c) parent involvement and education;
(d) regular education of exceptional students;
(e) Low prevalence programs (hearing impaired, visually impaired, physically impaired, homebound/hospitalized, physical and occupational therapy);
(f) profoundly handicapped programs (profoundly mentally retarded, autistic, severely emotionally disturbed, and deaf-blind);
(g) preschool programs; and
(h) vocational education for exceptional students.

Each Associate Center employs professional staff, including Diagnostic Services, Child Find, and Learning Resources Personnel; as well as Support Staff. Each project is administered by a Board of Directors, composed of district superintendents, a Department of Health and Rehabilitative Services district administrator, and a Department of Education, Bureau of Education for Exceptional Students representative (ex officio); and by a Coordinating Council composed of the exceptional student education administrators in each district in the service area. Advisory input is provided through representatives of special and regular education programs, district support staff and resource personnel, university and community college training programs, related community agencies and organizations, nonpublic schools, and parents of exceptional children.

ADOPTION REQUIREMENTS

Any Center serving a multi-district sub-region must be managed through a formal cooperative agreement among the School Boards of the participating districts.

FUNDING REQUIREMENTS

Funding must include salaries for personnel in the areas of Diagnostic Resources, Child Find, Learning Resources, and Support. Additional costs will include provision of materials and supplies, travel (in and out of the service area), professional and technical services, and minimal capital outlay. Costs are primarily dependent upon the size of the service region and assessed local support service needs.

MATERIALS AVAILABLE

Workscope, project application instructions, performance reports, and a wide variety of publications (print and audio-visual) produced by Associate Centers comprising the FDLRS Network.

CONTACT PERSON

Mrs. Martha K. Peacock, FDLRS Consultant, Florida Department of Education, Bureau of Education for Exceptional Students, Knott Building, Tallahassee, FL 32301 (904-488-2077).

PROGRAM TITLE	**EDUCATION THROUGH HISTORIC PRESERVATION**
TARGET POPULATION	All general education and special education teachers, administrators, parents, university personnel, the community and preservation groups.
DESCRIPTION	The education of the gifted and talented must be more than reading texts and memorizing data. It requires real life experiment in settings real and vicid. To accompany these objectives the students in this program adopt a community landmark each school year. The landmark is documented and interpreted through art and creative writing. Through architectural research, oral history interviews, and role playing the students discover the roots of the past as well as the feelings and lifestyles of their tomorrow. The elementary students' experience is heightened through their interaction with the architectural design students of Tulane University. The program received an "Honor Award" for education in 1981 from the National Trust for Historic Preservation in the United States. In giving the award, the National Trust cited the program as a sophisticated multi-level, multi-curriculum program that serves as a model to other schools and immerses Songy Elementary School students in a total learning experience.
ADOPTION REQUIREMENTS	Dedicated teachers, committed parents, supportive principals, staff development coordinator with public relations ability, a meeting speaker budget, and community contacts (desirable).
FUNDING REQUIREMENTS	Printing for dissemination, brochures and published work, art supplies, exhibition expenses, multi-media slide/tape presentation on program (optional).
MATERIALS AVAILABLE	Multi-media slide/tape presentations (available only with traveling consultant); motion picture film, "The Magic of Homeplace" (being prepared); Booklets: (1) "Education Through Historic Preservation—Destrehan Manor" and (2) "Glendale" (at printer); and coloring book—Oak Alley Plantation for Kids by Kids.
CONTACT PERSONS	Yvonne Adler or Lloyd Sensat, Special Education, St. Charles Parish Public Schools, P.O. Box 46, Luling, LA 70070.

Low Incidence

PROGRAM TITLE	**PROGRAM FOR PROFOUNDLY HANDICAPPED STUDENTS IN TYPICAL PUBLIC SCHOOLS**
TARGET POPULATION	Students, ages 5-21, who are identified as profoundly mentally retarded. These students may or may not be physically handicapped.
DESCRIPTION	There are fourteen classes housed in nine schools. Eighty-four students are enrolled. The curriculum includes activities in self-care, communication skills and physical education. Ancilliary staff includes a speech pathologist and a physical therapist. The two strongest aspects of the program are: 1. the communication development curriculum which includes several methods of communication and 2. the amount of integration with and acceptance by the typical students. Many varied approaches have been used to facilitate interaction with typical students.
ADOPTION REQUIREMENTS	Staff commitments include a teacher and aide for every 5-8 students. Facility modifications are minimal. Replication by smaller school systems would not be expensive or difficult. A positive attitude is the most important factor in establishing this type program.
FUNDING REQUIREMENTS	A teacher and aide for every 5-8 students.
MATERIALS AVAILABLE	*Bloom Where You Are Planted*, a book of classroom activities; Language and Communication materials.
CONTACT PERSON	Jeannine Spann, Teacher/Coordinator, Special Education, Guidance Department, Birmingham Public Schools, P.O. Drawer 10007, Birmingham, AL 35202.

PROGRAM TITLE	**DURHAM REGIONAL PROGRAM FOR THE HEARING IMPAIRED**
TARGET POPULATION	43 hearing impaired children prekindergarten (4 years old) through the twelfth grade from eight (8) Local Educational Agencies (LEAs).
PROGRAM DESCRIPTION	The program offers a continuum of services including full-time, self-contained daily to occasional resource services and itinerate services for fully mainstreamed hearing impaired students. Services begin at the preschool level and continue through grade twelve in either an auditory/oral setting or a total communication setting as indicated by assessed communicative ability and the individual educational needs of the child. The program provides follow-up consultant services for hearing impaired students who leave the program to return to regular classrooms in their home school system. Services are provided by teachers of the hearing impaired with aides functioning as notetakers, interpreters, and educational assistants.
ADOPTION REQUIREMENTS	To adopt this regional service delivery system, support from the superintendent and directors of programs for exceptional children in the school systems involved is required. Staff development for many personnel from the boards of education to any personnel who would be involved in transporting or in meeting the children in the schools.
FUNDING REQUIREMENTS	The salaries of a director, teaching positions, and aide positions. Materials and equipment as needed and deemed appropriate, telecommunication devices for the deaf, auditory equipment and educational materials would need to be funded. Funding currently flows from the county commissioners, cost-share from feeder LEAs, and one (1) position from the State Department.
MATERIALS AVAILABLE	None at this time.
CONTACT PERSON	Genevieve R. Ortman, Director, Programs for Exceptional Children, Durham County Public Schools, 302 Morris Street, Durham, NC 27701.

PROGRAM TITLE

PHYSICALLY HANDICAPPED PROGRAM—GWINNETT COUNTY SCHOOLS

TARGET POPULATION

All school age children with orthopedic handicaps or other health impairments.

DESCRIPTION

The Physically Handicapped Program strives to provide a continuum of relevant educational experiences to students who, because of their orthopedic or health impairment, require adapted school programming. The emphasis on relevancy reflects the effort to provide programming in an environment which accommodates each student's level of independence and need for normalized experiences. Community resources are considered throughout the student's educational experience to assure that school goals are relevant to realistic social, vocational and personal opportunities in the community. To accomplish the goal of a relevant environment, program services are available in a continuum of delivery models ranging from homebound to consultative in the local school. Programming emphasizes the opportunity for regular classroom experience whenever possible with in-class support from paraprofessionals and peer counselors. Related services personnel support the special education program and act as liaisons with community resources. The Special Education Teacher coordinates the total program with school personnel, parents, community and, most importantly, the student.

ADOPTION REQUIREMENTS

A firm commitment to cooperation across professional disciplines is necessary as well as sensitivity to the experiences, goals and dignity of the family and the student.

FUNDING REQUIREMENTS

Funding includes salary for full time teaching positions (Physically Handicapped and Hospital Homebound) and related service personnel. Related services assist other programs in the school system as well as the PH Program. They include Occupational and Physical Therapists, Adapted P.E. Specialists, Spec. Ed. Nurse, Guidance Counselors, Spec. Ed. Social Worker and Related Vocational Instructors.

MATERIALS AVAILABLE

Services brochure, program policies and procedures, sample I.E.P.s and related service plans.

CONTACT PERSON

Elizabeth Bradshaw Garrett, Lead Teacher-Physically Handicapped Program, Oakland Center, 950 McElvaney Road, Lawrenceville, GA 30245 (404-963-6713).

PROGRAM TITLE — **COMMUNICATION SYSTEMS EVALUATION CENTER (CSEC)**

TARGET POPULATION

Any Florida student between the ages of three and twenty-one who is in need of an augmentatiave comunication system and/or device to enable improved participation at school and at home is eligible for this evaluation service. Students who have no speech or unintelligible speech may be referred. Students referred may have any other accompanying physical, visual, hearing, mental or emotional handi-

DESCRIPTION

CSEC is a model evaluation center which assists public and private school personnel and parents in the selection of effective and appropriate augmentative communication systems and/or devices for non-vocal/unintelligible students. Students are referred to SCEC by local education agency designees. Within the scheduled weekend the motor, sensory, cognitive and language skills are evaluated. As part of the evaluation process, the student is also provided the opportunity to interact with specific manual and electronic communication devices. Through observation of this experience, the interdisciplinary evaluation team gains further information to help in determining the best functional match between the student and device. The evaluation team is comprised of an educator, occupational therapist, speech/language clinician and physical therapist. Following the evaluation, the parents and school personnel receive an in-depth written report of the evaluation findings, with recommendations for implementation of a functional communication program. Additional recommendations are made as deemed necessary, concerning factors which may impact the student's communication program. A follow-up service is also provided to assist in implementation of CSEC recommendations such as: instruction in use and programming of specific communication systems/devices, custom made devices, student positioning and accessing needs.

FUNDING REQUIREMENTS

This program is supported through P.L. 94-142, Title VI-B.

MATERIALS AVAILABLE

Descriptive information in the form of pamphlets and fliers is available upon request. The CSEC staff has written a manual entitled "Augmentative Communication Systems for Non-Vocal Students Volume III-E." This manual delineates requisite sensory, motor and language skills for the selected array of devices available at CSEC. The CSEC staff is currently in the process of writing another manual which will describe the model evaluation process. Further information regarding the manuals may be obtained from: Clearinghouse Information Center, Bureau of Education for Exceptional Students, Florida Department of Education, Tallahassee, FL 32304.

CONTACT PERSON

Patricia H. Smith, Project Administrator, Communication Systems, Evaluation Center, 1600 Silver Star Road, Orlando, Florida 32804 (305-293-0473).

PROGRAM TITLE	**MENTAL HEALTH TECHNICIANS (MHT'S) OF THE VOLUSIA COUNTY EXCEPTIONAL STUDENT EDUCATION PROGRAM.**
TARGET POPULATION	Direct support service available to exceptional students and their teachers. Priority students are emotionally handicapped and/or E.S.E. students experiencing behavior problems in the classroom.
DESCRIPTION	The goal of the MHT is to affect positive change in identified exceptional students in the areas of socialization, classroom adjustment, achievement, motivation, and self concept. MHT activities include working with individual students, facilitating groups, and providing consultation to teachers, other school personnel, and outside agencies. Students are seen on a regular basis, in a crisis situation, or as a positive reinforcement depending upon the needs of the child and the demands of the situation. MHT's are also involved in integrating students back into regular classroom programs. MHT's have received two years of intensive training in group techniques and communication skills. Thus, as associate degree generalists, they come prepared to deal with a variety of situations and to implement a number of activities on behalf of EH youngsters.
ADOPTION REQUIREMENTS	A commitment toward the enhancement of affective education for special needs students. A community college/university program geared toward the training of mental health/human services workers with the initial possibility of internship opportunities for students might be the beginning adoption procedure.
FUNDING REQUIREMENTS	Salaries for full time MHT positions. MHT's are generally ten month personnel who work a forty hour week. The MHT salary range is from $5.92 to $9.00 per hour in Volusia County.
MATERIALS AVAILABLE	Job description, monthly log reports, college course work requirements and an article from the County Employee Newsletter Focus.
CONTACT PERSON	Lois Moltane, Resource Mental Health Technician, Department of Exceptional Student Education, 640-A Volusia Avenue, P.O. Box 2330, Daytona Beach, FL 32015 (904-258-8931, ext. 22).

PROGRAM TITLE

LEARNING AND ACHIEVEMENT—MASTERY OF BRAILLE—SELF-RELIANCE. THE LAMBS RESOURCE PROGRAM FOR VISUALLY LIMITED STUDENTS THAT TEACHES THE BLIND TO SEE.

TARGET POPULATION

Primary blind and partialy sighted children in grades K-5.

DESCRIPTION

The LAMBS Resource Program for the Visually Limited serves blind and partially sighted primary children who are mainstreamed into regular classes. The population served resides in a small school district. The children receive instruction in the areas of braille, content and special skills to develop independence. An Orientation and Mobility Specialist instructs the students and provides inservice. The classroom aide, trained in braille, assists the resource room teacher by teaching and working as a braille transcriber. The class is also served by a special consultant for the visually limited who functions as the school psychologist to test the blind children. The program incorporates an active parent volunteer group; provides ongoing teacher inservice and directs a successful monthly parent inservice group.

ADOPTION REQUIREMENTS

1) A certified teacher of the visually handicapped, 2) a classroom aide, 3) an Orientation and Mobility Specialist, 4) materials and equipment needed to serve the visually limited, 5) continuous inservice for regular and special personnel, 6) a commitment by the school district to develop educated and independent visually limited children.

FUNDING REQUIREMENTS

1) Salaries for a teacher, aide and Orientation and Mobility Specialist, 2) funding for materials and equipment.

MATERIALS AVAILABLE

Braille and large print textbooks, braille writers, Optacons, closed circuit televisions, magnifiers, World Book Encyclopedia on tape, recorders, Listening Centers, typewriters, canes, braille dictionaries and library books, abacuses, talking calculators and Thermaform machine.

CONTACT PERSON

Jan Lichtenstein, Consultant for the Programs of the Visually Handicapped/School Psychologist, Charleston County School District, 3 Chisolm Street, Charleston, SC 29401.

PROGRAM TITLE	**HEARING IMPAIRED PROGRAM**
TARGET POPULATION	Hearing impaired students 4-21 years old. Students from six surrounding school districts may also enroll through multi-district agreements.
DESCRIPTION	Through small classes, specialized materials and equipment, carefully planned physical facilities and well-trained teachers, a sequential program for hearing impaired students K-12 is provided. Profoundly deaf students as well as hard of hearing students receive the benefit of mainstreaming with the support of educational interpreters in academic and vocational courses as well as music, art and physical education. Program models include self-contained and resource rooms. A total communication approach is used. Students participate in activities including varsity sports and student council. Sign language classes are offered to regular hearing students in the schools which have hearing impaired classes.
ADOPTION REQUIREMENTS	A strong conviction that through a developmental language based approach deaf children will develop into "fully functioning" deaf adults is essential.
FUNDING REQUIREMENTS	Funding includes salary for one consultant (administrative level); teachers, classroom aides, speech therapists, and educational interpreters.
MATERIALS AVAILABLE	Brochure outlining curriculums, philosophy, goals and brief program description.
CONTACT PERSON	Mrs. Barbara Bradford, Director of Programs for the Handicapped, Elizabeth Dawson: Hearing Impaired Consultant, Richland County School District One, 1225 Oak Street, Columbia, SC 29204 (803-254-2440).

PROGRAM TITLE

COMPREHENSIVE EDUCATIONAL PROGRAM FOR THE ORTHOPEDICALLY HANDICAPPED.

TARGET POPULATION

Any identified orthopedically or multiply impaired school age student.

DESCRIPTION

The primary goal of School District One is to provide a comprehensive continuum of services for students identified as orthopedically handicapped, other health impaired and multiply handicapped. "Orthopedically impaired" refers to a severe orthopedic impairment which adversely affects a child's educational performance. "Other Health impaired" refers to limited strength, vitality or alertness, due to chronic or acute health problems. "Multiply handicapped" refers to concomitant impairment, the combination of which causes severe educational proglems that cannot be accommodated in a program solely for one of the impairments. To accomplish this goal the following steps have been taken:

1. Establishment of a team to serve the severely impaired students in District One.
2. Renovation of a conventional school building into a model facility which complements the curriculum.
3. Education programs for K through 12. Providing age appropriate, functional programming for students.
4. Establishment of the Brockman Preschool Program for ages 0-5. This is a combination school-based and home-based program.
5. Itinerant teacher for the orthopedically impaired. Established to provide services to mainstreamed students.
6. Establishment of a task force for ongoing curriculum development and implementation of a vocationally oriented curriculum which provides a coordinated program for moderately to profoundly handicapped students age five to 21. Community/Vocational Model.
7. Vocational curriculum for orthopedically handicapped.
8. Staff development/in-service on age appropriate/functional programming.
9. Multi district agreements.

ADOPTION REQUIREMENTS

A firm commitment to the value of providing quality programming for the orthopedically handicapped. A team chairperson with some speaker, meeting, equipment and material/supply budget is recommended.

FUNDING REQUIREMENTS

Funding includes salary for one full time position (administrative); teaching positions as needed; and related service personnel.

MATERIALS AVAILABLE

Team procedures; team member's job description; staffing procedures; program description; curriculum development procedures; vocational curriculum; multi-district agreement procedures.

CONTACT PERSON

Barbara Bradford, Director of Programs for the Handicapped, Mike Barcus, Special Education Consultant, Richland County School District One, 1225 Oak Street, Columbia, SC 29204 (803-254-2440).

PROGRAM TITLE	**SPECIAL SERVICE CENTER**
TARGET POPULATION	Staff-itinerant and low incidence special education professionals Students—TMH, Multi-Handicapped, Adult Handicapped, Pre-school Handicapped.
DESCRIPTION	Rural county special education program which has organized low incidence and itinerant related services into a county special services center. The program and center is unique in: 1) its breadth and organization of programs and services; 2) the physical location and construction of the Center; and 3) the implementation of a mini-school concept at the Center. The Special Services Center houses six special education instructional programs and office space for six itinerant professionals.
ADOPTION REQUIREMENTS	Space for development of a specialized Center; possible staff reorganization may be necessary.
FUNDING REQUIREMENTS	Funding involves construction or renovation of existing facilities for the development of a specialized center; staff salaries for professionals involved.
MATERIALS AVAILABLE	Descriptive Open House Brochure, 1981-82 Staff Directory, Program/Course Offering Components, EHA VI-B Grant Application.
CONTACT PERSON	Sharon Harsh, Directory of Student Support Services, Barbour County Schools, 50 South Main Street, Philippi, WV 26416 (304-457-3030).

PROGRAM TITLE	**PROJECT SHARE (SERVING THE HANDICAPPED THROUGH ASSOCIATED REGIONAL EFFORT)**
TARGET POPULATION	Low-incidence (i.e., orthopedically, visually and hearing) handicapped children. The project systems also may be applied appropriately and effectively in serving other low-incidence or difficult-to-serve populations.
DESCRIPTION	Project SHARE (Serving the Handicapped through Associated Regional Effort) is a consortium model serving low-incidence (i.e., orthopedically, visually, and hearing) handicapped children residing primarily in rural, remote areas. The project was State validated (December, 1981) under Title IV-C, and currently is operating successfully under local, state and federal funding. The basic concept of SHARE is one of multi-district consolidation and cooperation for the purpose of increasing the base population of low-incidence handicapped students in a specific limited geographic area. Through the clustering and integration of low-incidence handicapped pupils into three centralized schools (i.e., one elementary, one junior high, and one high school/vocational center), the project has been successful in providing to these youngsters a wide range of special education (i.e., age appropriate resource and self-contained classrooms for VH, OH and HH) and on-site related services (i.e., speech therapy, audiology, orientation and mobility training, physical therapy, occupational therapy, adaptive physical education and psychological services) in a highly cost-efficient and effective manner. The following eight (8) products (i.e., User Handbooks/Manuals) were developed to assist other consortia in the replication of the model: (1) Consortium Policies and Procedures Manual; (2) Multi-District Transportation System Manual; (3) Related Services Delivery System Handbook; (5) Detection and Assessment System Handbook; (6) Professional Staff Recruitment, Development and Retention System Manual; (7) Instructional Guidebook for Hearing, Orthopedically and Visually Handicapped Students; (8) Consortium Legalities, Cost Efficiency and System Effectiveness Manual.
ADOPTION REQUIREMENTS	LEAs must have a commitment to provide comprehensive special education and related services to low-incidence populations. There also must be a willingness on the part of LEA administrators and School Boards to cooperate in all aspects (i.e., planning, funding and implementing) a consortium service delivery model.
FUNDING REQUIREMENTS	Replication of the project requires funding of a consortium coordinator; other costs would depend on such factors as available resources, size of the consortium, nature and scope of the special education and related services to be provided, etc.
MATERIALS AVAILABLE	Eight (8) Handbooks/Manuals (as listed above) and a Product User's Guide.
CONTACT PERSON	Michael A. Lewis, Consultant, South Carolina Department of Education, Office of Programs for the Handicapped, Rutledge Office Building, 1429 Senate Street, Columbia, SC 29201 (803-758-7432).

PROGRAM TITLE	**PROGRAM FOR CHILDREN WITH SEVERE COMMUNICATION AND BEHAVIOR DISORDERS**
TARGET POPULATION	All general and special education teachers, administrators, parents and support personnel (speech therapists, psychologists, etc.).
DESCRIPTION	In the early 1970s, Memphis City Schools implemented a day program for children with severe communication and behavior disroders. The program has grown into a multi-faceted network of interrelated services meeting the needs of the total child. The program is designed so a child may be involved in one or more of the four phases at any given time. A day school program includes 3 classes housed at one elementary school. Both an academic and a vocational program are offered at another center. The Extended Day Training Program serves the younger population. The Autistic Program is a residential training center which serves autistic children on a 24-hour basis 7 days per week. The center operates as a joint effort between the Division of Special Education, Memphis City Schools and The Church Home in Memphis, Tennessee. In all phases of the Autistic Program, individualized education plans are developed for each student. Major areas of concentration include training in behavior management, communication, self-help, independent living skills, in-community socialization and parent training. All staff are trained in the skills necessary to work with autistic children in the areas listed. Students are individually staffed weekly and specific programs are established, evaluated, and updated as needed.
ADOPTION REQUIREMENTS	Fully trained staff personnel in the areas of behavior management and communication/language development. A program manager/ coordinator is recommended.
FUNDING REQUIREMENTS	Funding includes salary for full time and part time teachers, as well as teacher aides and other support personnel and support services (transportation, speech and language development, etc.).
MATERIALS AVAILABLE	Program description and criteria for admittance handouts, brochure, evaluation procedures.
CONTACT PERSON	Elisabeth Montague, Consultant, Division of Special Education, Memphis City Schools, 2597 Avery. Memphis TN 28112.

Early Childhood

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PROGRAM TITLE	**ECHO PARENT/INFANT EDUCATION PROJECT** **Orange County Public Schools, 800 South Delaney, Orlando, FL 32801**
TARGET POPULATION	Parents of critically ill and/or low birth weight infants who are patients in the Neonatal Intensive Care Unit of the Orlando Regional Medical Center. Also, a selected group of the most critically ill of these infants receive intervention services in the home.
DESCRIPTION	ECHO-PIE offers both in-hospital and home based services. The in-hospital component is open to all Neonatal Intensive Care Unit patients and their families and consists of counseling in the medical and psychological areas, with heavy emphasis on the provision of information concerning the medical procedures being utilized in the NICU and on the facilitation of early bonding and attachment between parents and their critically ill infants. Thirty infants considered to be at grestest risk for future handicaps are provided home intervention services, which may include occupational or physical therapy as well as psycheducational instruction. The research component of this project is attempting to identify the best predictors of future performance as well as identifying and refining the most effective parent training techniques. Staff development for medical practitioners in the psycheducational aspects of prematurity and infant/caretaker attachment has also been added to the original objectives of this three year project.
ADOPTION REQUIREMENTS	This information is available in the Project Manual.
FUNDING REQUIREMENTS	Currently funded under the Handicapped Children's Early Education Program of the U.S. Office of Education, Department of Special Education . . . a "First Chance" project.
MATERIALS AVAILABLE	Community Resource Guide to Services for the Preschool Handicapped, Shunt Booklet for Parents, Hospital Discharge Booklet, Sound-slide presentation "Higher Hopes for the High-risk Newborn," series of newsletters.
CONTACT PERSON	Shelby Morrison, Orlando Regional Medical Center, Dept. of Neonatology, 1414 S. Kuhl Avenue, Orlando, FL 32806.

PROGRAM TITLE	**PRESCHOOL INCENTIVE GRANT**
TARGET POPULATION	Parents of potentially handicapped unserved children, ages three through five.
DESCRIPTION	Eight parent training packets have been developed and disseminated to parents, day care centers, Head Start and private nursery schools who have the responsibility for providing for potentially handicapped preschool children. These packets focus on the areas of child development, such as language, social behavior, motor and cognitive skills and were designed to be easily read and attractively illustrated to enhance motivation. While the materials and information provided in the packets are sufficient to be used by most persons without formal training, the project has also provided workshops on their use for 300-400 persons on center staffs and in parent groups. As an extension to the training packets, the project is currently developing short "minute memos" (to be used by local radio and TV stations) in which good child development practices are demonstrated. It is hoped the public service spot presentations will reach a larger audience than those reached solely through provision of the packets.
ADOPTION REQUIREMENTS	Credit to the Preschool Incentive Grant, PL 94-142 and to Orange County Schools.
FUNDING REQUIREMENTS	Formula based on unduplicated child count.
CONTACT PERSON	Shelby Morrison, Orange County Public Schools, 800 South Delaney, Orlando, FL 32801.

PROGRAM TITLE

EARLY EDUCATION PROGRAM (FOR DOWN SYNDROME INFANTS AND CHILDREN)

TARGET POPULATION

Children with Down Syndrome (ages birth to six years) and their parents.

DESCRIPTION

The project conducts an Infant Preschool program in a school setting for children aged birth to 18 months. Parents bring their child one hour per week for ongoing assessment and training in techniques to enhance the child's skill development. An Early Pre-school class serves children aged 19 to 36 months in a half-day, school-based group program. Two intermediate Preschool classes for children ages 3 to 6 years operate for a full school day, five days per week. Project staff determine assignment to this program by chronological and developmental age. The project employs individualized programs following normal developmental sequences in motor, communication, social, cognitive and self-help skills. The Infant and Early Preschool curriculum is partially based on the Seattle (University of Washington) model. The Intermediate Preschool curriculum continues the Seattle model but also provides specific preparation for the skills identified in the school district's regular kindergarten curriculum. All three classes follow the Adaptive Behavior Curriculum.

Program Goals:

1. To provide direct instructional services that will enable children with Down Syndrome to attain developmental skills as close to the normal age as possible.
2. To enable children with Down Syndrome to function successfully in a variety of settings within regular school facilities, as opposed to needing placement in more restrictive—and more costly—special school settings.
3. To assist parents in becoming skilled teachers and advocates of their children by means of classroom activities, parent meetings, and participation on the Advisory Committee.
4. To facilitate cooperative, coordinated service delivery among the various community agencies which are in some way related to young handicapped children.
5. To add to the growing body of data which demonstrate the long-range cost effectiveness of preschool education for the handicapped.

Measures of Child Progress:

Project staff obtain baseline criterion data on the Adaptive Behavior Curriculum upon entry to the program and update it 2-3 times annually. Other instruments, used at the teacher's discretion, include the Brigance Inventory of Early Development, the Learning Accomplishment Profile and Infant LAP, the Developmental Sequence Performance Inventory, the revised PPVT, and the Preschool Language Scale. The Cattell or Bayley is administered to children after age 3 years.

Program for Parents:
The Parent Program offers peer support and encourages sharing and participation in the model demonstration program. The parents schedule meetings for general information concerning Down Syndrome and community resources. Parents receive assistance regarding the assessment and teaching of their children. Parents may serve on the Advisory Committee, thus providing input regarding the model and advocating actively for early education for the handicapped. The project requires parent participation in assessment, IEP development, carrying out the instructional program, and data collection.

Special Features:
The project operates in three public elementary schools. Pupils in the Intermediate Preschool classes engage in selective mainstreaming with kindergarten pupils. Fifth grade students (handicapped and non-handicapped) provide peer tutoring; university students provide additional individualized instruction.

ADOPTION REQUIREMENTS

Commitment to the long-term effectiveness of early education. Recognition of the parent as the child's prime teacher.

FUNDING REQUIREMENTS

Salary for classroom teacher (aide optional, but preferred) for direct instruction component. Salary for parent educator. Supply costs are flexible.

MATERIALS AVAILABLE

Brochure being developed. Other materials (handbooks, evaluation results) not available until 1982-83 funding year. Descriptive slide/tape program is available and has been used locally, but has not been cleared by federal granting agency for wide audiences.

CONTACT PERSON

Ms. Joyce A. Paul, Coordinator, Exceptional Child Instructional Services, Jefferson County Public Schools, Hikes Annex, 3819 Bardstown Road, Louisville, KY 40218 (502-456-3264).

PROGRAM TITLE	**INFANT STIMULATION PROGRAM**
TARGET POPULATION	Children from birth through three with genetic disorders, physical handicaps and/or developmental delays; parents, siblings and extended family of this population; professionals interested in early intervention.
DESCRIPTION	The mission of the Infant Stimulation Program is to provide comprehensive multi-disciplinary educational and related services to young handicapped children. The program is jointly sponsored by the Board of Education and the Department of Health of Anne Arundel County. Staff consists of one Psychologist/Program Coordinator, six early childhood/special education teachers, two speech and language pathologists, two physical therapists, two occupational therapists, and one community health nurse. During 1981-1982 approximately 140 children and families will receive services from this program. The program features home-based and school-based developmental stimulation activities by teachers and therapists. Individual, family and parent group counseling is also available. A major goal of the program is to establish a parent-professional partnership and to foster generalization of developmentally appropriate activities to the family's daily life. Extensive parent training is conducted. Coordination of services is assured through weekly team meetings, frequent in-services and commitment to the development of a trans-disciplinary model of service delivery. Interagency collaboration and a cooperative relationship with areawide hospitals, physicians and other appropriate personnel are essential program components.
ADOPTION REQUIREMENTS	1) A commitment to the value of early multi-disciplinary intervention to enhance developmental progress of handicapped children; 2) an understanding of the importance of working with the entire family to ensure optimal functioning of the child; 3) support for the idea of multi-disciplinary coordination for effective service delivery.
FUNDING REQUIREMENTS	Funding includes salaries for special education teachers and allied health professionals.
MATERIALS AVAILABLE	Brochure, Parent Handbook, "Highlights of 1980-1981," parent evaluation report, sample diagnostic assessments, sample Individualized Education Reports, slide/tape presentation.
CONTACT PERSON	Edward Feinberg, Psychologist/Program Coordinator, The Infant Stimulation Program, Anne Arundel County Public Schools, 160 Funke Road, Glen Burnie, MD 21061 (301-761-7196).

PROGRAM TITLE	**JOINT PROJECT FOR PARENT AND CHILDREN SERVICES**
TARGET POPULATION	High risk infants and young handicapped children birth to 5 years of age.
DESCRIPTION	The Joint Project for Parent and Children Services is an inter-agency project jointly funded by the State Department of Education, Division of Special Educational Services and the State Department of Health and Human Resources, Office of Health Services and Environmental Qualities. The project operates in conjunction with the East Baton-Rouge Parish School Board. The purpose of the project is to establish a coordinated system for the delivery of special educational and health related services to identified high risk infants and young handicapped children between birth and five years of age.
ADOPTION REQUIREMENTS	Co-operative agreements between the medical and educational communities.
FUNDING REQUIREMENTS	Interagency co-operation such as funding of staff, facilities, and program resources.
MATERIALS AVAILABLE	Model interagency agreements with procedures for implementation. Modules for Parent Training, Program for Parents of High Risk Infants (charge—$1.00 per copy).
CONTACT PERSON	Ms. Daphne Thomas, 1272 Laural Street, Baton Rouge, LA 70802 (504-342-1641).